

Clairton City SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

502 Mitchell Ave
 Clairton, PA 15025
 (412)233-7090
 Superintendent: Ginny Hunt
 Director of Special Education: Sara Hoffman

Planning Committee

Name	Role
Ginny Hunt	Administrator : Professional Education Special Education
Brintee Nwokeji	Ed Specialist - Home and School Visitor : Professional Education Special Education
Imara Grant	Ed Specialist - School Psychologist : Special Education
Stacie Conley Baur	Elementary School Teacher - Regular Education : Professional Education Special Education
Heath Hurley	Elementary School Teacher - Special Education : Special Education
Kristen Sirbaugh	High School Teacher - Regular Education : Special Education
Jennifer Wardropper	High School Teacher - Special Education : Special Education
Maria Suss	Middle School Teacher - Regular Education : Professional Education Special Education
Amy Bittner	Middle School Teacher - Special Education : Special Education
Michelle Menozzi	Middle School Teacher - Special Education : Professional Education Special Education
Terri Britton	Parent : Special Education
Sara Hoffman	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 215

Identification Method

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

The Clairton City School District uses the discrepancy model to identify students with a specific learning disability. The definition of a specific learning disability is as follows:

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Annual Public Notice to identify, locate, and evaluate children with disabilities and who require special education and related services, the District recognizes all other federal regulations and uses a discrepancy model for the purpose of identifying students with Specific Learning Disabilities. The following criteria are used for determining the existence of a specific learning disability:

1. Address whether the child does not achieve adequately for the child's age or does not meet State approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards; oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills; reading comprehension; mathematics calculation; and mathematics problem solving.
2. Examine whether the child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.
3. Determine that the findings are not primarily the result of: a visual, hearing, or orthopedic disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; and limited English proficiency.
4. To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider the following as part of the evaluation: (a) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided research-based instruction in regular education settings, delivered by qualified personnel as indicated by observations of routine classroom instruction. (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

When a student is demonstrating difficulties in the classroom and/or is suspected of having a learning disability, the parent or school personnel refers the student to Elementary Student Assistance Program (ESAP) for grades K-5 or Student Assistance Program (SAP) for grades 6-12. This pre-referral model is a pro-active team-centered process which identifies strategies to support

students and measures the student's response to the interventions. The ESAP or SAP Team reviews the information with the referring member and chooses interventions to implement in the student's current educational placement. These interventions are implemented and monitored.

At subsequent ESAP and SAP meetings the team determines the effectiveness of the intervention(s) and makes a determination to modify, continue, or discontinue the interventions. Data collected during this response to intervention (RTI) process is evaluated for effectiveness and the ESAP or SAP Team determines the need for a Multidisciplinary Evaluation (MDE). Once the recommendation for an MDE is made by the District, the Special Education Department issues a Permission to Evaluate (PTE) consent form to the parents/guardian/educational decision maker. A conversation is conducted with the parent/guardian/educational decision maker to discuss the recommendations and answer any questions.

Upon receipt of the Permission to Evaluate by the District, data is collected from school personnel, family, and related service providers. The school psychologist completes an assessment of cognitive abilities, academic achievement and gathers data from the members of the MDE team.

Determination of eligibility for special education services as a student with a Specific Learning Disability is made based on the discrepancy between cognitive and academic skills. The determination of a Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing or other disabilities, of intellectual disabilities, of emotional disturbance or of environmental, cultural or economic disadvantages.

Although the District utilizes the Discrepancy Model, the District recognizes the benefits of early intervention. Through the district wide benchmark assessments and implementation of standard aligned curriculum, students needing interventions are being identified and research based interventions are being implemented.. A student must demonstrate a severe discrepancy between demonstrated ability (results of the cognitive assessment) and demonstrated academic achievement (results of the achievement assessment) and demonstrate a need for specially designed instruction to be identified as a student with a Specific Learning Disability. The severe discrepancy is approximately 1.5 standard deviations between the achievement scores and the student's cognitive ability. The student must demonstrate a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, reading fluency, mathematical calculations or mathematical problem solving.

At the Elementary Center, students are grouped based on skill assessments for reading and math intervention. A paraprofessionals is assigned to each grade level where they rotate between classrooms to assist students. There is one K-2 paraprofessional, one 3-5 paraprofessional, and two paraprofessionals assigned to the life skills and autistic support classrooms to provide support specifically to the students identified as receiving special education services. Paraprofessionals provide drill on phonics, math facts, and other previously taught skills, as well as addressing self-care, behavioral, and safety deficits with students as needed. The Kindergarten classrooms have volunteers called "grandmothers" assist with students. Twice a week on Tuesdays and Wednesdays, students can stay after school for tutoring through Clairton Achieves.

At the Middle School level, there is a flex period for reading and math in order to provide students requiring assistance, opportunities to receive additional supports. Twice a week on Tuesdays and Wednesdays, students can stay after school for tutoring through Clairton Achieves. Paraprofessionals are utilized to support students in both the regular and special education classes.

At the High School level, paraprofessionals are utilized to support students in both the regular and

special education classes. Twice a week on Tuesdays and Wednesdays, students can stay after school for tutoring through Clairton Achieves.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Based on the Special Education Data Report for the School Year 2018-2019, at the present time the Clairton City School District does not evidence disproportionality in regards to ethnicity. Considering a 10% difference as disproportionate, the District does not evidence disproportionality in regards to the number of students identified as qualifying for services. Clairton City School District's overall percentage of students with disabilities is higher than the state's average percentage. During the 2018-2019 school year, the Special Education Data noted that the District has 24.8% of students identified in Special Education and the state is 17.3%.

When a student is demonstrating academic and/or behavioral difficulties in the classroom, the parent or school personnel refers the student to the Elementary Student Assistance Program (ESAP) or Student Assistance Program (SAP) team. This pre-referral model is a pro-active team-centered process which identifies strategies to support students and measures the student's response to the interventions. The teams review the information with the referring member and chooses interventions to implement in the student's current educational placement. These interventions are implemented and monitored.

Progress monitoring occurs throughout the school year and various assessments are administered to measure progress. Progress monitoring identifies students as prescribed, chart progress weekly and provides growth with educators during monthly reviews. A reading coach is employed to provide small-group instruction using Read Naturally to students struggling with decoding, fluency, and multi-syllabic words. The district is currently using iLit grades 5-9 for reading instruction. In addition, employees assist with Schoolwide Positive Behavior Support (SWPBS) and content-area reading interventions. Staff meets in their PLC twice per week. This PLC focuses on improving student achievement by reviewing student data, samples of student work and aligning instruction with the written, taught and tested.

Students with severe behavioral difficulties can be referred to Tier II mental health services (NISAR & Mon Yough) or Tier III school-based behavioral health services (Wesley Spectrum Services). The goals of the mental health services are to teach students new ways to manage feelings and behaviors so that or she can learn and get along with others. The Tier II and Tier III interventions help to provide behavioral support to teachers and staff in order to maintain the student's placement. Emotional Disturbance: The Special Education Data Report in 2018-2019 school year indicated that the District has 12.4% of students diagnosed with Emotional Disturbance as opposed to the state average of 8.5%. Historically, the percentage of our students that are diagnosed as Emotional Disturbance has been high. In 2017-2018, the District's percent was 12.6%, and in 2016-2017 it was

12.6%.

Intellectual Disabilities: The Special Education Data Report in 2018-19 school year indicated that the District has 10.9% of students diagnosed with an Intellectual Disability as opposed to the state average of 6.3%.

Overall, the District is making consistent improvement by utilizing the necessary data, participating in specific professional development opportunities, and by following correct procedures and guidelines for determining eligibility.

The Clairton City School District makes every attempt to provide FAPE as described in the IEP and NOREP receiving from the previous district from which a student is transferring. In cases of students transferring from outside the state, the current IEP is implemented immediately, to the extent possible, and Permission to Evaluate is issued. IEP conferences are held within 30 days of a family moving into the district to review and revise the IEP.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The District does not have any non-resident student facilities.

If non-resident facilities were opened, the district would create a collaborative relationship with the facility and be a member of the IEP team. The district would develop a protocol to ensure that students are receiving a free and appropriate public education (FAPE) in the least restrictive environment.

If the district were to have facilities for non-resident students, it would assume the responsibility for locating, evaluating and serving eligible children. Clairton City School District would assume the LEA duties for students in the facility and would see no barriers in meeting its obligations under Section 1306 of the Public School Code.

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).

When the Clairton City School District receives notification of an incarcerated student by receipt of Form 4603, or through other communication, the district contacts the agency responsible for

educating the student and provides the agency with contact information from the district. Student records, including the IEP or 504 Plan, the most recent evaluation report, and IEP Progress Monitoring documents are first reviewed by the district and provided to the agency. Clairton City SD requests that the agency include the district in any IEP or 504 Team Meetings held for the student. The District collaborates with the agency and shares documentation necessary for the provision of FAPE for the student. The district does not serve as a host district for incarcerated students. All obligations under 24 P.S. Section 13-1306 are met. The district assumes responsibility for child find and providing transportation, support, and educational services. The district does not foresee barriers that would limit its ability to meet its obligations under 1306 if such a need arose in the future. Currently there are no 1306.2 facilities for incarcerated students located within the school district.

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.

It is important to note that students will not be removed from regular education classrooms merely because of the severity of their disabilities. Inclusion in the general education curriculum is always the first consideration for any student requiring special education services in the Clairton City SD. Ensuring that students with disabilities are educated in the least restrictive environment (LRE) is a primary focus of the Clairton City School District. Students are instructed within a program that is based on the general education curriculum and provided within the regular education setting, with modifications and adaptations to meet the unique needs of each student. Utilization of supplementary aids and services to meet student needs in general education environments is the first consideration before exploring more restrictive placements. Currently we have 62.1% of our students receiving special education services inside the regular education classroom setting for 80% or more of the school day, which is the same as the state average. We have 0% of students receiving special education services within the district in the general classroom for less than 40% of the school day and 7.7% of our students receiving special education services in other settings outside of the

public school. This is above the state average of 4.8%. The IEP team determines the amount of time each student spends within various environments based upon student needs. The district employs special education paraprofessionals who provide behavioral, academic, and personal care support to students with disabilities. The IEP team makes the determination as to whether paraprofessional support is required, and to what extent, in order for a student to access the general education classroom and/or general education curriculum. In collaboration with IEP teams, building level administration develops schedules for general education classrooms to have access to paraprofessionals to provide academic and/or behavioral support for students with disabilities. Students in more restrictive placements, such as life skills support or autistic support, are provided with varying amounts of access to educational opportunities within general education environments.

The methods for the delivery of the curriculum from the least restrictive to the most restrictive are listed below:

1. General education without the use of supplementary aids and services within the regular education classroom
2. General education with the use of supplementary aids and services in the regular education classroom
3. General education classroom with push-in support from a special education teacher
4. The general education with supplementary aids and services within a special education classroom
5. Special education classroom with using a research-based curriculum specifically designed for students with unique learning needs in a special education classroom
6. Center-based, private or approved private schools

A student with a disability is always considered for placement within the regular education classroom and, when needed, supplementary aids and services to meet their needs are identified and provided. The members of the IEP team understand the importance of considering regular education as the first educational placement for all students. A student in need of specially designed instruction is supported by the multidisciplinary team and an Individualized Education Plan is developed at least annually. The student's IEP is reviewed and/or analyzed at least one time annually, or more often as the team determines need. All eligible students are reevaluated every two years for students with a diagnosis of intellectual disability or multiple disabilities, three years for all other disability categories, or more often if additional data is needed.

A student's needs determine the type of service, level of intervention and the percentage of time spent outside of the regular education classroom. Supplementary aids and services and related services may include: psychological services, occupational therapy services, physical therapy services, speech and language services, vision services, orientation and mobility services, audiological services, school health services, mental health services, special transportation, assistive technology and devices, adaptive physical education, assistance from a paraprofessional and personal care assistants. Placement decisions are not based solely on the category or severity of a student's disability, the availability of space or the availability of special education and related services.

Students in the Clairton City School District benefit from special education services being provided within the regular education classroom through co-teaching or an inclusion model. In addition, students are provided small group instruction as determined by their IEP. All eligible students are assigned a case manager who is responsible for communicating with parents, monitoring progress and ensuring support is provided in all settings.

Two of the educational agencies that provide ongoing support include the Allegheny Intermediate Unit and PaTTAN. Training and consultation is provided on various topics related to special education such as functional behavior assessments, reading, positive behavior support plans, progress monitoring, secondary transition, and autism.

Some of the interventions and supplementary aids and services used to enhance or expand the continuum of educational placements available to support students with disabilities to access the general education curriculum in the least restrictive environment include:

Elementary Student Assistance Program (ESAP) and Student Assistance Program (SAP)-

The District utilizes a response to intervention process in grades K-5 and 6-12 to identify and address student academic, social, and behavioral needs. The ESAP & SAP Team involves administrators, school psychologist, school counselors, social worker, classroom teachers, and support staff members. This is a proactive prevention/intervention program that coordinates school services in an attempt to provide intervention prior to school performance being seriously compromised.

Allegheny Intermediate Unit 3 -

Provides Blind/Vision Impaired Support, Deaf/Hearing Impaired Support, Early Intervention Services, Behavior Consultation, Training and Consultation and Assistive Technology Assessments.

Professional Development to Staff -

The District provides a variety of professional development opportunities to staff which include but are not limited to: Co-Teaching, Inclusive Practices, Assistive Technology, Autism, Transition, Writing/Math/Reading Instruction, and Behavior Supports.

Collaboration with Parents -

Flexible scheduling opportunities are provided to enable staff to collaborate with parents to more appropriately meet the needs of special education students. Parent trainings are offered multiple times a year and transportation is often provided if necessary.

Transition-

The District employs a part time Transition Coordinator to support our students with disabilities in transitioning into adulthood by connecting students and families with agencies that are necessary to the development of their transition plans within their IEPs. Agencies include, but are not limited to, Achieva, Mon Yough, Goodwill, Lifeswork, Early Reach, Office of Vocational Rehabilitation (OVR), Office of Intellectual Disabilities (OID), 21 and Able, Department of Motor Vehicles, Mon Valley School, Steel Center Area Vocational Technical School, Allegheny Intermediate Unit, Consortium for Public Education, PaTTAN, local colleges and universities, Penn State Talent Search, Clairton Police Department, Blind & Vision Rehabilitation Services, and Easter Seals. All students of transition age and their families are provided with information regarding OVR and are strongly encouraged to register for services. OVR assists with developing an appropriate program for each student registered and provides valuable input regarding available programs. When appropriate, students

and parents are also strongly encouraged to register for services through OID. OID Supports Coordinators attend IEP meetings and assist with the development of the students' transition plans. Both OID and OVR continue to be our most valuable resources in maintaining the most up to date information regarding the availability of resources in the Pittsburgh area.

Differentiated Instruction -

Clairton City School District provides differentiated instructional support to students, such as: modified curricular goals, alternate ways to demonstrate learning, test modification, assistive technology, research-based instructional strategies, functional skills instruction, and active learning strategies.

District Social and Behavioral Support Services to Students -

Social work services to include counseling support, social skills instruction, and individual behavior support plans. The school psychologist offers psychological counseling as a related service. Clairton City School District has a school based behavioral health team through Wesley Family Services that offers individual therapy, service coordination, and family therapy. Mon Yough provides outpatient services through the District and NISAR provides wrap around services and meets with students within the District. Intensive positive behavior support services from outside agencies and mental health experts are provided to special education students to increase appropriate behaviors and reduce disruptions in the classroom. Students with special needs are allowed to visit the resource room or the Independent Learning Center in order to calm down and/o talk to a special education professional about behaviors.

Instructional Staff Collaborates to Support Students with Special Needs -

Teachers use common planning time before, during, or after the school day to support collaboration through Professional Learning Communities, build consensus and support for inclusion programming, planning student modifications, differentiating the curriculum, test adaptations, roles and responsibilities in co-teaching, and the use of paraprofessionals. In addition, all general education teachers are responsible to complete bi-weekly special education checklists that consist of current grade, assessments, missing work and behaviors. Also, teachers offer free after school tutoring, remediation or acceleration for students two days a week for 45 minutes per day.

Modifications To The Physical Environment -

All required adaptations to the classroom and school environment such as: specific seating arrangements, individualized desk/chair, visual borders for physical space, sensory supports, areas in the classroom that are labeled or easy to identify, adaptive equipment, classroom arrangement, and environmental modifications to light and sound.

Multi-Modal Instructional -

Training and support in instructional strategies that incorporate the use of visual, auditory, kinesthetic, and tactile methods.

Health Services -

The District employs a full-time certified school nurse to provide comprehensive nursing services to students within the District. The District employs a nursing assistant. Through the nurse's office outside agencies provide dental services, physicals, and fl shots. Open Airways for Schools has collaborated with the District to provide instruction on asthma. The District contracts with Nutrition Inc. which provides a free healthy breakfast, lunch, and dinner to students.

Occupational and Physical Therapy -

Occupational and Physical therapy are provided as a related service to special education students.

School Counseling

Services -

The District employs a full-time certified school counselor to support our student population in conflict resolution, as well as provide topical group counseling sessions in: grief and loss, divorce, anger management, and positive decision making.

Sensory room -

A room in the elementary school is available for students who require adjustments to sensory input.

Psychological Services -

The District employs a full time school psychologist.

All students with special needs, including those who require the most restrictive placements, are provided with a variety of opportunities to participate with students who are not disabled. Some of the opportunities offered for students in more restrictive placements include participating in regular education vocational programs, attending specific classes at their home school for partial day schedules, and participating in after school activities, extracurricular activities and sports.

Students with disabilities are encouraged to participate in extracurricular and non-academic programs and activities to assist in developing these talents to build social skills. All necessary supports and services are provided to ensure that students with disabilities are educated with non-disabled students to the maximum extent possible. Clairton City School District is committed to support the development and expansion of strategies and methods to effectively educate students with disabilities in the least restrictive environment, including those with severe disabilities.

The District supports including students with disabilities in meaningful participation in regular education classrooms in their neighborhood school. The special education teachers have access to training from the AIU and PaTTAN in providing supports and services to ensure that our special education students are educated with non-disabled children in the regular education setting. These teachers serve as a resource to effectively assist staff in providing for students with more severe disabilities. The Supervisor of Special Education guides staff to implement research-based best practices that support students with disabilities to gain function, develop skills, and then, generalize these learned skills to other environments in the building. Guidance and expertise is provided by the Supervisor of Special Education in serving our special education students in the least restrictive environment. Staff is trained to identify emerging student skills with the highest probability of success for participation in the mainstream in order to facilitate inclusion for students with more severe disabilities.

SPP Data

	District (SPP Target) 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
SE Inside	47.2%	40.0%	55.8%	70.3%	71.2%	62.1%	
Regular	(62.1%)	(62.6%)	(63.1%)	(63.6%)	(64.1%)	(not	

Class 80% or More						released)	
SE Inside Regular Class Less Than 40%	11.8 % (8.90%)	11.3% (8.7%)	7.5% (8.5%)	5.9% (8.3%)	0% (8.1%)	0%	
SE in Other Settings	13.7% (4.6%)	13.2% (4.6%)	12.9% (4.6%)	8.6% (4.6%)	7.1% (4.6%)	7.7%	

This improvement in meeting the Indicator 5 SPP Target will be accomplished by intensive training of the professional staff by LEA Administration, PaTTAN educational consultants, and AIU3 Training and Consultative Staff regarding inclusive practices for positive behavioral support and the use of instructional supports and services to meet the needs of our students in their home school. Much of the professional development training is provided during after school meetings and in-service professional development days. The training has focused on Chapter 14 regulations mandating the requirement to serve special education students in the least restrictive environment and the implementation of innovative materials and equipment. The District has also employed a fulltime school psychologist that provides assessments that are sufficient in scope and depth to investigate all student strengths and needs and who guides the multidisciplinary evaluation team in determining whether the student has a disability and the need for special education and related services. The LEA will conduct monthly data review of Least Restrictive Environment, more specifically, students receiving special education supports in the general education environment more than 80%, less than 40% and in other settings. The LEA will conduct training specific to understanding and application of inclusive instructional strategies, co-teaching methods, and supplementary aids and services. Training audiences will include professional special education staff and related personnel, general education teachers, paraprofessionals and building administrators.

Clairton City School District has a high percentage of students in poverty, exposure to trauma and that are academically at-risk. Meeting the needs of our student population in both regular and special education can be very challenging. In addition to these factors, some parents are very motivated for their special education students to be placed in outside private special education settings. The supervisor of special education works with these parents to communicate the quality and effectiveness of our special education programs and the benefits of educating students with special needs in the least restrictive environment explaining that The District has recently held numerous trainings on co-teaching, supplementary aids and services, and inclusion.

Although the District has not met the Indicator 5 SPP target for serving our special education students in other settings, significant improvements have occurred this year and Clairton City School District is determined to continue this growth in educating our special needs students in the least restrictive environment. The special education department will continue to implement effective strategies, instructional programming, and research based materials to meet the needs of our students especially those identified as emotionally disturbed and intellectually disabled.

Behavior Support Services

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

Clairton City School District Policy

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The following terms shall have these meanings, unless the context clearly indicates otherwise.

Aversive techniques

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

Behavior support

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

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment (FBA), and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques

- methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints

- application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seat belts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

If an individual student's Individualized Education Plan (IEP) lists the use of restraints, then the IEP must also include a plan for the elimination of their use. Parent permission must be obtained in order to include the use of restraints in a student's IEP (Notice of Recommended Placement/Prior Written Notice).

Seclusion

- confinement of a student in a room, with staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Supervisor of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff is authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed

to by the student's parents/guardians.

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

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

School wide positive behavior support and character education are in place in the elementary and the middle/high school is starting school wide positive behavior support in the fall 2020. They also use restorative justice when needed. Teachers meet with administration, school psychologist, school counselors and trained SAP team members regularly to review student data and progress.

Additional supports are always considered. The administration utilizes any or all private agencies willing to provide additional supports. The District attempts to work with all community providers, in order to ensure a seamless plan throughout the day for children. In recognition of the need to address behavioral needs of students and required by Act 44/67, the administration has made trauma informed care a professional development initiative.

Staff is trained annually in de-escalation techniques and response to behavior that require immediate intervention. The District currently has three staff trained in Comprehensive Crisis Management (CCM), the Supervisor of Special Education, School Psychologist and Elementary School Counselor. There is three components to this training; Verbal, Escapes and Restraints.

The District has a continuum of behavioral health interventions in place for all students, with additional supports for special education students. All buildings have implemented Student Assistance Programs. These programs can make direct referrals for mental health assessments from our local county agency, or drug and alcohol screening with parent permission. The district uses Mon Yough as an out patient agency, NISAR as a wrap-around services and Wesley Family Services as a school-based mental health team. Wesley uses the team approach and are there during the school day to provide individual therapy sessions and support students at home as well. Students can receive medication management through Wesley as they have a licensed psychiatrist come in monthly to do check-ins with the team. Bi-weekly meetings are held with the supervisor of Wesley, principals, school counselors, school psychologist and supervisor of special education to discuss students and possible referrals. The District also receives training on trauma informed care.

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.

Clairton City School District, as of this date, has been able to locate a program for all their students receiving special education services to ensure the provision of FAPE. The District has been able to locate services for difficult to place students by exploring a range of services and consulting with various agencies. However, if the District ever had difficulty locating a program to ensure FAPE, they would contact the Bureau of Special Education within the Pennsylvania Department of Education to report the students who may lose instruction while waiting for an appropriate special education programming. The District would also contact the Interagency Coordinator at PaTTAN and the AIU, to assist in the process of securing a placement for the student. In addition, the following agencies may also be contacted to be part of the team: HSAO, Family LInks, Wesley Family Spectrum, Family Behavioral, Juvenile Court (probation officer), Children and Youth Services, Partial Hospital programs (Wesley and Mercy), Allegheny Department of Behavioral Health, Drug and Alcohol Treatment Centers, and Alternative Education Programs. The Intensive Interagency Coordinator is provided to students with disabilities whose school districts have determined that they cannot be appropriately educated in a public school setting and who have waited more than 30 days for an appropriate educational placement AND/OR when students who are at substantial risk of waiting more than 30 days for an appropriate educational placement.

The District boasts a highly experienced staff of special education teachers, school counselor, school psychologists, contracted speech-language pathologists, occupational therapists, physical therapists, vision teachers and hearing support teachers. Paraprofessionals are available to provide support within special education classrooms and the regular education environment to students identified with special needs. IEP teams within the District work in collaboration to ensure that every student receives a free and appropriate education. A continuum of support, services, and placement decisions are available to students within the district. Parent support and input is a critical component in determining needed supports and placement decision for students with special needs.

The Clairton City School District is able to provide a free and appropriate education in alternative school settings for few students with disabilities whose educational and behavioral needs are

unable to be adequately addressed within the public school setting. The District works in cooperation with parents, IEP teams, and these providers in order to ensure that educational needs are addressed in the least restrictive educational environment as possible.

Students diagnosed with severe cognitive impairments, severe mental health issues, and students whose parents request placement in private settings as the only appropriate educational placement, have occasionally been challenging to provide FAPE. Every year there are a few challenging cases that are resolved by examining the continuum of special education supports, services, and educational placement options. Instruction Conducted in the Home is an option for temporary placement to meet the needs of a student.

Clairton City School District has worked with the Interagency Coordinator from the Allegheny Intermediate Unit and a representative from the Allegheny County Office of Behavioral Health, a partial hospitalization program and an educational advocate to collaboratively determine an appropriate educational placement for a hard to place student with significant mental health needs.

Consistent efforts, identification of supplementary aids and services, and parental support are provided to gradually include these students in the regular school and/or private/approved private school settings. The ultimate goal remains, to serve the student in the regular school setting with appropriate supports and services to ensure success in the least restrictive environment.

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
ACLD Tillotson School	Approved Private Schools	Learning Support	2
The Watson Institute Education Center-South	Approved Private Schools	Life Skills Support	1
Mon Valley School	Special Education Centers	Learning Support, Autistic Support, Life Skills Support, Emotional Support	5
Wesley Spectrum K-8 School	Approved Private Schools	Emotional Support	6
Wesley Spectrum High School	Approved Private Schools	Emotional Support	1
Western PA School for Blind Children	Approved Private Schools	Blind or Visually Impaired and Multiple Disability Support	1
PACE School	Approved Private Schools	Autistic Support & Emotional Support	4
Community School East- Alternative Education	Other	Learning Support, Autistic Support, Emotional Support	1
New Story	Other	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 29, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	5	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.6

Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 8	1	0.15
Justification: students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 21	1	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 21	13	0.5
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 21	1	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 19	1	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 19	2	0.24
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 19	2	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 19	13	0.26
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: March 29, 2019

PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.24
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	1	0.2
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	4	0.1
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	2	0.16
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	2	0.1
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 22, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	10	0.75
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 14	1	0.25

Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 21, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	7	0.9
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.1
Locations:				
Clairton Middle/High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 16	5	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 16	10	0.5
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 16	5	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 19, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	5	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	10	0.2
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 16	4	0.3
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	2	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	2	0.5
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	3	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 16	4	0.25
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	45	0.75
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	10	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education	A Junior/Senior High	A building in which General		

Center	School Building	Education programs are operated		
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Program Position #11 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 10	1	0.02
Justification: When there is more than a three year age range difference at the elementary level students are taught by the same teacher in the same physical space, but are not in the same instructional groups. If the age range exceeds three years in an instructional group, discussions are held at the IEP meeting and decisions are made on a per student basis and justified in the student's IEP.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 12	1	0.1
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.2
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	1	0.2
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are		

		operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 10	3	0.25
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* May 1, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	6	0.3
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	6	0.3
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	1	0.05
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	2	0.1
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 9	5	0.25
Justification: students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton City School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 2, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	17	0.75
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a three year age range difference in each instructional group.				
Locations:				
Clairton Education Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 17	11	0.25
Justification: Students are taught in a different physical space and in different instructional groups. There is not more than a four year age range difference in each instructional group.				
Locations:				
Clairton Education Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Clairton Education Center	1
School Psychologist	Clairton Education Center	1
Social Worker	Clairton Education Center	1
Special Education Secretary	Clairton Education Center	1
School Nurse	Clairton Education Center	1
Transition Teacher	Clairton Education Center	0.25
Special Education Paraprofessionals	Clairton Education Center	11

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	0.5 Days
Occupational Therapist	Outside Contractor	2.5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	In response to the increase enrollment of students with autism, the district will provide trainings to teachers, administrators, paraprofessionals and parents to ensure the staff is adequately trained in meeting the needs of student with autism. Specific training will be developed and provided by the IU, PaTTAN and District personnel. The training format will be tailored to meet the needs of participants and will include training with guided practice, workshops, speakers and attendance at conferences. In addition, consultation and support will be provided to professional staff. Possible training topics may include components addressing appropriate behavioral supports, communication strategies, social skills, sensory integration, applied behavior analysis, and inclusive practices.
Person Responsible	Director of Special Education, Elementary Principal, Secondary Principal
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	20
Provider	PaTTAN, AIU, District Staff, Private Providers
Provider Type	PaTTAN, AIU, District Professionals, Private Professionals
PDE Approved	Yes
Knowledge Gain	Administrators, teachers, paraprofessionals and parents working with students with autism spectrum disorder will acquire knowledge of how to implement successful programs for them using appropriate supplementary aids and services and specially designed instruction. Staff will become more familiar with social deficits that students with autism spectrum disorder may demonstrate in order to facilitate positive social interactions for them within the general education environment.
Research & Best Practices	Curricula and supplementary materials used will be research based and

Base	appropriate for students with autism spectrum disorder. The Supervisor of Special Education will work with other Administrators and staff during PLC time to review materials and resources that will be implemented within the classroom.
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	<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>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</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> <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>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</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>

Behavior Support

Description	<p>The District has school-wide PBIS at all levels. The Elementary uses PAX and Second Step, and Middle/High School is starting to implement PBIS in the fall 2020. They have gone through extensive training through the AIU.</p> <p>Training in the design and implementation of positive behavior support plans, which includes writing measurable behavior goals, effective and meaningful intervention, data collection, progress monitoring and data driven decision making, will be provided to special education teachers and paraprofessionals. All teachers and paraprofessionals will be provided with training on implementation of behavior support plans.</p> <p>The district will be re-training their teachers, paraprofessionals and administrators annually in Comprehensive Crisis Management (CCM) which is deescalation and crisis intervention.</p> <p>Trainings are conducted by the AIU on Functional Behavior Analysis utilizing Initial Line of Inquiries helping to develop positive behavioral support plans (PBSP) and we have some student centered plans.</p> <p>Evidence that the action steps have been implemented include a decrease in student discipline reports, decrease in suspensions of students with IEPs as documented by building principals. All training sessions will include agenda and sign in sheet</p> <p>Staff will be trained in mandated Child Abuse Awareness and Trauma-based care.</p>
Person Responsible	Supervisor of Special Education, Elementary Principal, Secondary Principal
Start Date	7/1/2020

End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	5
# of Participants Per Session	20
Provider	District, AIU and PaTTAN
Provider Type	PaTTAN, AIU, District Professionals
PDE Approved	Yes
Knowledge Gain	<p>Participants will gain knowledge and skill to develop positive behaviors and diminish behaviors that impede student learning.</p> <p>Participants will gain skill in deescalating conflict and apply restraints if needed.</p> <p>Participants will learn to identify bullying and teach students, parents, and staff strategies to assist the victim, the bully, and the bystander.</p> <p>Staff will gain updated knowledge and skill in conducting FBAs, developing and implementing PBSP, and implement Chapter 14 discipline requirements.</p> <p>Staff will also implement alternatives to suspension.</p> <p>All staff will become aware of warning signs of child abuse and their responsibilities of reporting.</p>
Research & Best Practices Base	Comprehensive Crisis Management (CCM) has been proven to be effective means of reducing student conflict. The extensive research on positive behaviors support has shown that behavior that impedes student learning are most effectively addressed through data analysis and positive behavior interventions.
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</p>

	<p>students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
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>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</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> <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>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>

	Lesson modeling with mentoring
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

Paraprofessional

Description	<p>Each year the Special Education Department provides comprehensive training to all paraprofessionals in order to meet the required 20 hours of annual training. There are numerous offerings beyond the minimum 20 hours and multi-modal approaches which include webinars, on-site hands-on experiences, trainings provided from district staff, TAC trainings through the AIU, in-services provided by PaTTAN consultants.</p> <p>Paraprofessionals will be refreshed in Comprehensive Crisis Management (CCM) annually. CCM is a deescalation and restraint training. Evidence of implementation will be District logs, in-service agendas, sign-in sheets and agency certifications.</p> <p>Paraprofessionals will be refreshed in CPR/First Aid every 2 years but it will be offered annually. Evidence of implementation will be District logs, in-service agendas, sign-in sheets and agency certifications.</p> <p>Paraprofessionals will be refreshed on the PDE Standards. Evidence of implementation will be District logs, in-service agendas, sign-in sheets and agency certifications.</p> <p>Paraprofessionals will be refreshed on universal precautionary measures and changing/assistance with toileting students annually. Evidence of implementation will be District logs, in-service agendas, sign-in sheets and agency certifications.</p> <p>Paraprofessionals will be trained in how to bill for ACCESS. Evidence of implementation will be District logs, in-service agendas, sign in sheets and monthly checks on those who can ACCESS bill.</p>
Person Responsible	Supervisor of Special Education, Elementary Principal, Secondary Principal
Start Date	7/1/2020
End Date	6/30/2023

Program Area(s)	Professional Education, Teacher Induction, Special Education
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Professional Development Details

Hours Per Session	6.0
# of Sessions	9
# of Participants Per Session	25
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Paraprofessionals will become proficient in providing the following services to students with special needs: one-on-one tutoring, assisting with classroom management, providing assistance with technology, and providing the instructional supports and services that facilitate student placement in the least restrictive environment.</p> <p>Paraprofessionals will gain a better understanding of various disabilities and strategies to assist them in accessing the general education curriculum and environment. Various topics during in-services days will be provided to assist them in this endeavor.</p> <p>Paraprofessionals will de-escalate conflicts and learn restraint procedures and techniques.</p> <p>Paraprofessionals will administer CPR and First Aid when needed.</p> <p>Paraprofessionals will bill for ACCESS.</p> <p>Paraprofessionals will acquire and improve competency in the PDE Standards.</p>
Research & Best Practices Base	<p>IDEA requires that state and local education agencies take measurable steps to recruit, hire, train, and retrain highly qualified personnel to provide special education and related services. Training is supported by Chapter 14 and PDE Standards</p> <p>CPR and First Aid is a District requirement to ensure safety of all students and staff.</p>
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	<p>educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides 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>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Observation of participant</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>Observation and tests</p>

Reading

Description	<p>The District will provide professional development in the area of English Language Arts and Reading through training in curriculum and instruction. Professional staff will use data to make instructional decisions to monitor reading progress of special education students and to diagnose individual</p>
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special education student needs in reading. Teachers will participate in Professional Learning Communities to share relative data.

At the Elementary level (grades K-5) the District continues to be developing reading readiness skills (letter-sound correspondence and the development of phonic skills). The vision is that all students will be reading near or at grade level by the time they reach 3rd grade. As a result, emphasis will continue to be placed on providing appropriate reading interventions to students based on assessment data. The regular curriculum consists Journeys and Saxon (K-2) then iLit and for (3-5). Special education teachers use Sonday, Reading Mastery (SRA), Foundations and Read Naturally. There is an intervention period across all grade levels. This intervention period addresses the needs of at-risk and struggling learners. Advanced readers needs are met with in the regular education classroom through enrichment groups.

At the Middle School level, reading instruction continues to be provided to grades 6-8. Reading intervention period is also provided at this level. Additional reading interventions are provided for struggling readers as determined by assessment data.

At the High School level, students in grades 9-12 who continue to struggle in reading are provided appropriate interventions. They also receive modified core instruction in reading on an as needed basis.

Special education teachers will provide data regarding the impact of their instruction on student reading progress and use this data to guide their reading instruction. The teachers will provide the necessary diagnostic information to plan effective instruction and to identify target areas for intervention.

Regular and special education teachers have been trained in the District's reading curriculum which is aligned to the Common Core standards. Special education teachers and paraprofessionals will receive additional training from AIU, PaTTAN and District professionals in intervention strategies for reading as well as the District's remediation programs. Teachers will continue to receive training and conduct frequent progress monitoring using DIBELS, Read Naturally and Reading Mastery (SRA) at the elementary level to chart student progress and determine interventions when needed.

The District also uses NWEA, MAPS and PVAAS data and instruct staff on utilizing the data provided by these tools. The District will inform parents regarding reading during parent meetings. Evidence will include continued

	high participation rate of students with disabilities taking the PSSA and Keystone exams. Increases in PSSA (10 points) and PASA reading scores, continued high rate of graduation and the District's assessments will ensure a high rate of student learning.
Person Responsible	Supervisor of Special Education, Elementary Principal, Secondary Principal
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	80
Provider	District Personnel, AIU Consultants, PaTTAN
Provider Type	PaTTAN, AIU, District Professionals
PDE Approved	Yes
Knowledge Gain	<p>Staff will understand the common core standards in literature and how they will be implemented.</p> <p>Staff will acquire knowledge in regard to what students need to know to demonstrate proficiency on the PSSA exam in ELA, PASA in Reading, Keystone Examination in literature.</p> <p>Staff will acquire instructional strategies to remediate students.</p> <p>Staff will understand how to interpret and use student growth data to guide their decisions about best instructional practices.</p>
Research & Best Practices Base	<p>Alignment of curriculum, instruction and assessment enables all students to have access to the same opportunities. Professional development content is based on research-based practices.</p> <p>Training educators in how to access and interpret NWEA, DIBBLES, Keystone, PSSA, and PASA data is vital in learning how to make instructional decisions.</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>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 School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Paraprofessional Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles 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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Keystone Data, PASA scores</p>
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Transition

<p>Description</p>	<p>The Clairton City School District collaborates annually with the AIU to conduct individualized meetings for parents regarding the transition to school-age programs from early intervention programs. At the annual meeting held in February, parents are introduced to the supervisor of special education, the school psychologist, building principal, and the speech & language pathologist as appropriate. At this time, parents have the opportunity to ask questions or discuss the reevaluation process and have their concerns addressed regarding their child and the transition to kindergarten. The school psychologist and/or speech & language pathologist complete the evaluation procedure and, when a student is eligible, an IEP is developed to ensure a smooth transition from early intervention services to school-age services.</p> <p>Transition IEP meetings are held in the spring of each school year to facilitate the transition of students from the elementary to the middle/high school. Students in grades 7 and 8 receiving life skills/autistic support program have the opportunity to tour Mon Valley for Vocational training.</p> <p>School counselors and case managers meet individually with students to schedule classes and develop a plan for graduation based on student interest. Parents and special education teachers receive annual training related to secondary transition services. An annual transition fair is held in conjunction with a neighboring district with representatives from agencies who provide services to post-secondary students. In the school year when a student turns 14, he/she is invited and encouraged to participate in the IEP meeting to provide input, increase awareness and participation in the transition planning process. The transition coordinator meets with special education students that are 14 years and older annually to review transition plans and assist in the coordination of services.</p> <p>Student transition services include post-secondary and training outcome, employment outcome and independent living outcome as outlined in the student's IEP. In addition, the college preparation courses, the military,</p>
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	<p>students may participate in vocation courses at the Mon Valley School, operated by the AIU and at Steel Center Vocational Technical School. Students may also participate in work experience or community-based instruction as determined by their IEP. Parents and students participate in the development of the transition plan to assist in the transition into post-secondary experiences.</p> <p>The District employs a part-time transition coordinator to support our students with disabilities in transitioning into adulthood by connecting students and families with agencies that are necessary to the development of their transition plans within their IEPs. Agencies include, but are not limited to, Achieva, Mon Yough, Goodwill, Lifeswork, Early Reach, Office of Vocational Rehabilitation (OVR), Office of Intellectual Disabilities (OID), 21 and Able, Department of Motor Vehicles, Mon Valley School, Steel Center Area Vocational Technical School, Allegheny Intermediate Unit, Consortium for Public Education, PaTTAN, local colleges and universities, Penn State Talent Search, Clairton Police Department, Blind & Vision Rehabilitation Services and Easter Seals. All students of transition age and their families are provided with information regarding OVR and are strongly encouraged to register for services. OVR assists with developing an appropriate program for each student registered and provides valuable input regarding available programs. When appropriate, students and parents are also strongly encouraged to register for services through OID. OID supports coordinators attend IEP meetings and assist with the development of the students' transition plans. Both OID and OVR continue to be our most valuable resources in maintaining the most up to date information regarding the availability of resources in the Pittsburgh area.</p> <p>Evidence of change will be: transition plans that meet PDE requirements; PDE Special Education Data Report on Transition; Agendas from professional development activities; and completed Student Transition Surveys.</p> <p>Graduation and drop-out rates will be monitored. Exit and post school surveys will also be analyzed as well.</p>
Person Responsible	Supervisor of Special Education, Secondary Principal, & Transition Coordinator
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per	20

Session	
Provider	District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Staff will gain knowledge to meet the transition needs of students in postsecondary education and training, employment, and independent living. Special Education teachers will have a better understanding of developing effective transition IEPs and developing transition programs that are meaningful and appropriate for our students with disabilities.</p> <p>Staff will gain knowledge in PDE requirements for effective transition.</p>
Research & Best Practices Base	<p>The District will utilize the PDE Transition Audit Checklist to ensure all components of transition are effectively implemented. Guidelines from the Indicator 13 trainings along with resources from PaTTAN and AIU are considered when transition plans are being developed. The Transition Coordinator will monitor IEPs of students of transition age to ensure compliance, offer advice, and suggestions regarding best practices, and in order to plan and create appropriate transition activities within each individual's transition plan.</p>
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking 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 Live Webinar Department Focused Presentation Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Parents</p>
Grade Levels	<p>Middle (grades 6-8) 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 Analysis of student work, with administrator and/or peers Analysis of Transition Plans within the IEP with administrator and/or peers</p>
Evaluation Methods	<p>Classroom student assessment data Review of written reports summarizing instructional activity Transition Plans, Drop-out Rates, Graduation Rates, Exit Surveys, Post School Surveys</p>

Special Education Affirmations

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

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

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

Affirmed by Richard Livingston on 5/27/2020

Board President

Affirmed by Ginny Hunt on 5/27/2020

Superintendent/Chief Executive Officer