

## **Profile and Plan Essentials**

### **Special Education Students**

Total Number of Special Education Students 152

Total Student Enrollment 875

Percent of Special Education Students 17.4

## Steering Committee

Name	Position/Role	Building	Email
Alyse Mundt	Other	Lakeview SD	a_mundt@lakeview.k12.pa.us
Lisa Herrick	Special Education Teacher	Oakview El Sch	l_herrick@lakeview.k12.pa.us
Julie M. Lyon	Director of Special Education	Lakeview SD	j_lyon@lakeview.k12.pa.us
Tracie McCauley	Parent	Lakeview HS	t_mccauley@lakeview.pa.us
Lori McCartney	General Education Teacher	Oakview El Sch	l_mccartney@lakeview.k12.pa.us
Dr. Keith Wolfe	Superintendent	Lakeview SD	k_wolfe@lakeview.k12.pa.us
Nancy Keeling	Building Principal	Oakview El Sch	n_keeling@lakeview.k12.pa.us

## **School District Areas of Improvement and Planning - Indicators**

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

Indicator not flagged at this time.

### **Disproportionate Representation by Race/Ethnicity (Indicator 9)**

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### **Timely Initial Evaluations (Indicator 11)**

Indicator not flagged at this time.

### **Secondary Transition (Indicator 13)**

Indicator not flagged at this time.

## **Graduation (Indicator 1)**

Indicator not flagged at this time.

## **Drop Out (Indicator 2)**

Indicator not flagged at this time.

## **Assessment (Indicator 3)**

Indicator not flagged at this time.

## **Education Environments (Indicator 5)**

Indicator not flagged at this time.

## **Parent Involvement (Indicator 8)**

Indicator not flagged at this time.

### **Early Childhood Transition (Indicator 12)**

Indicator not flagged at this time.

### **Post-School Outcomes (Indicator 14)**

Indicator not flagged at this time.

### **Resolution Sessions (Indicator 15)**

Indicator not flagged at this time.

### **Mediation (Indicator 16)**

Indicator not flagged at this time.



## School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
NOREP - #333	The Special Education department attended a Virtual Google Meet training with Jon Weatherby and Karen Chambers from the Midwestern Intermediate Unit #4. They discussed and explained an annotated NOREP as well as sent a PowerPoint for us to utilize when writing NOREP's. To begin the 2022 - 2023 school year, we will have a refresher NOREP training.

# Identification Method

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

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

# Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

Lakeview School District is committed to providing Free and Appropriate Public Education (FAPE) to any eligible student residing in the district. When the district is made aware of a student who is in need of special education or is thought to be exceptional, Lakeview School District follows procedures as they would for any other student. An evaluation process would be initiated and an IEP would be developed, if eligibility and need is determined, based on the evaluation report. Programming, location, related services and specially designed instruction would be addressed to ensure the student's educational success. Individual student needs are the top priority for the IEP team when determining a student's Least Restrictive Environment (LRE). The Lakeview School District takes pride in meeting the needs of our special education students. Placement considerations are a team decision and based on a student's individual needs; in house and outside programming are utilized based on individual student needs.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Lakeview School District currently does not have any 1306 students, but the above and following procedures would be adhered to: communication with the host district and/ or facility would occur within a business day of student enrollment. The Lakeview School District is cognizant and understands: the host submits PDE 4605 to the district of residences and requests educational records for enrollment, the host district convenes the Individual Education Plan (IEP) team to determine educational placement with LRE in mind, and lastly, the host district is responsible for FAPE-appointing a surrogate, if needed, and communicating with the home district.

## Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).  
Currently, there are no prisons or other facilities for incarcerated students located within the Lakeview School District. If such a facility were to move within the district, the district would use existing Child Find procedures and develop a system to ensure FAPE is available and provided for any student identified and in need of special education services and participate in the IEP process to ensure student needs are met in compliance with FAPE. Lakeview School District is committed to providing FAPE to any eligible student residing within the district, including incarcerated youth. When the district is made aware of an incarcerated student who is potentially in need of special education services or thought to be exceptional, the district follows the procedures developed for making a determination of eligibility and need as it would be for any other student. Upon notification, the evaluation process would be initiated and based on evaluation outcome an IEP would be developed, if warranted. Program recommendations, location, related services, and specially designed instruction would be addressed and developed based on evaluation findings to ensure the student's educational success.

## Least Restrictive Environment

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

The Lakeview School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the least restrictive environment to the maximum extent appropriate. Accommodations, modifications, student assistance team referral (SAP and Solutions Team) as well as RTII strategies are provided within the regular education setting prior to referral for multidisciplinary evaluation. If, after evaluation, the student qualifies for special education services based on eligibility and need, the placement decision is made in a team fashion at the IEP meeting. The discussion, as to the education placement for the student, always begins with considerations by the IEP team for the option of service delivery in the regular education classroom with the necessary supplementary aids and services. The IEP team, as part of the IEP process, answers the questions regarding SAS and extracurricular activities to further clarify the needs in the least restrictive environment. The student's full range of needs will be reviewed and a continuum of placement options will be available and considered, including supplemental aids and services. Unless the IEP dictates otherwise, students participate in the general education curriculum with support, as needed. Prior to removing the student from the regular education environment, there must be demonstration that education in that setting could not be satisfactorily met even with supplementary aids and services. The Lakeview School District supports students at the Itinerant, Supplemental, and Full-Time levels. The district attempts to service the student at Lakeview prior to looking for placements outside of the Lakeview School District. The district encourages education and participation with same age peers in the general education setting for nonacademic and extracurricular activities, regardless of the student's program. Administrators prioritize attendance at IEP meetings, making every attempt to attend each IEP meeting. If unavailable, the school psychologist or guidance counselors will act as the Local Education Agency (LEA) for the meeting. Lakeview School District is able to educate most special education students within the regular education setting. The data provided in the Special Education Data Reports (PDE) for the 2019 - 2020 school year demonstrates The Lakeview School District, currently, meets the SPP target of 65%, in regards to educating students within the regular education setting. The district's reported rate as of the December 1, 2019 child count was 72.9% students at the Itinerant level.

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

The Lakeview School District practices the policy that the Least Restrictive Environment (LRE) for an individual student is dependent upon the IEP team's determination of what is appropriate. Lakeview provides quality programs and services to all of its students. The district is supportive of the inclusion programs operated in each of its buildings and fully promotes inclusionary practices and effective teaching strategies in order to accommodate students with disabilities in the LRE. The district continues to advance the process of incorporating the co-teaching model in the classroom through which special education and regular education teachers work together to plan, design, and instruct lessons in the regular education setting. As a result, the district has been able to implement the use of inclusive practices in grades K - 12. The majority of students are successful within the regular education classroom when provided with supplementary aids and services. Lakeview has also been the recipient of several technology grants. Many special education and regular education teachers use this technology and new equipment that has been purchased from these grants daily in their instruction. The use of technology has improved the quality of our programs, the delivery of instruction, and even students' time on task. Google Classroom integration has also been a focus at the middle and high school levels. Supplementary aids and services are critical elements in supporting the education of children with disabilities in the regular education classrooms in addition to participation in other school activities. Supplementary aids and services can include a multitude of items such as: accommodations and modifications, direct services and support to the child, and support/ training for staff working with the child. Lakeview makes

every effort to provide students the necessary supplementary aids and services to allow them to be successful participants in the education process. We also strive to include parents in each decision making step. When examining supplementary aids and services for a student, a variety of information should be considered: academic, extracurricular, and nonacademic as it applies to the student. The district also continues to improve tier one (core instruction) for academics as well as social-emotional instruction. The district collaborates closely with consultants from IU4 to improve tier 1 academic curriculum as well as tiered interventions. As a Title 1 school, Oakview Elementary benefits from Title support within the general education classroom. All students benefit from this academic support within the classroom setting. The District has also begun implementing Second Step, a core SEL curriculum. Students in grades K-8 receive instruction in Second Step weekly within their general education classroom.

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

As a district, we strive to continue professional development in a plethora of areas focused on learning targets, web-based technology integration/ Google classrooms, co-teaching, differentiated instruction, positive behavior support, and disability awareness. We use a strong push-in model K-12 in all content areas, with a strong focus on language arts, reading, and math. The Lakeview School District will continue to provide professional development in the area of best practice teaching strategies, differentiated instruction, positive classroom management, and technology integration to improve student engagement. Lakeview continues to partner with Midwestern Intermediate Unit IV and PaTTAN to provide ongoing staff development and best practices in the areas of inclusion and co-teaching.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

Supplementary aids and services are critical elements in supporting the education of children with disabilities in the regular education classrooms in addition to participation in other school activities. Supplementary aids and services can include a multitude of items such as: accommodations and modifications, direct services and supports to the child, and support/ training for staff working with the child. Lakeview makes every effort to provide students the necessary supplementary aids and services to allow them to be successful participants in the education process. We also strive to include parents in each decision making step. Supplementary aids and services can include, but certainly not limited to: - Collaboration: Time for Staff to Collaborate with One Another, Parents, Related Service Provider, or Outside Providers - Supports to Address Environmental Needs: Visual Schedules, Preferential Seating (Classroom, Bus, Etc.), Altered Physical Room Arrangements - Levels of Staff Support: Consultation, Mentors, One-to-One Support, Personal Care Support, Behavioral Supports, Instructional Supports, Co-Teaching - Child Specific Equipment: Computers, Software, Wheelchair, Assistive Technology Devices, Restroom Equipment, Sensory Items, Eating Equipment, Physical Education/ Activity Equipment

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

Lakeview School District has three students who are serviced outside of our school district. This is approximately 0.5% of our special education population. Each student's strengths and weaknesses are evaluated on an individual basis by the IEP team and decisions are always based upon the needs of the child, not the cost or location. Some children, however, cannot be serviced appropriately in their neighborhood school because of their unique needs. Therefore, they are served in other settings as determined by the IEP team. There are circumstances, in which, students are placed outside of their neighborhood school by legal authorities (such as probation, Child and Youth Services (CYS), etc.). In these cases, the district maintains contact with the educating (host) entity.

6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The district is working on MTSS and implementing differentiation of instruction in the classroom. The district recently hired a teacher with extensive experience working with the emotional support population. The teacher is well-versed in providing interventions not only to our ES students, but also running social-emotional learning sessions for general education students, to assist students in shaping behaviors conducive to learning. Currently, all of our out-placed students are receiving instruction in private settings tailored to their emotional support needs. With the addition of an Emotional Support teacher, we hope to transition these students back to their home schools while continuing to meet their emotional and behavioral needs.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
St. Stephens Lutheran Academy	Other	Behavioral	Glade Run Lutheran Services	Emotional Support	1
St. Stephens Utica	Other	Behavioral	Glade Run Lutheran Services	Emotional Support	1

# Positive Behavior Support

Date of Approval

2020-11-16

Uploaded Files

Behavior Supports Board Policy

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

The district starts with tier one, or core curriculum, to meet the emotional, behavioral, and social needs of all students. Core strategies include the use of a school-wide Social-Emotional Learning Curriculum in grades K-8 (Second Step), Olweus Bullying Prevention Program, as well as School-wide implementation of Positive Behavior Interventions and Supports (SWPBIS). Students' responsiveness to these core strategies are monitored by teams in each building to determine students who are in need of additional support. Tiered interventions are available for all students, regardless of disability, and are tailored to meet the individual needs of students. At the tier two levels, small groups of students receive targeted interventions based on their needs (e.g., emotional, social, behavioral). At the tier three level, students receive targeted interventions in a one-on-one environment. The district utilizes school-based therapists to provide individualized counseling services to the students who are most in need of targeted sessions to meet their social-emotional needs. All of these services are available to students with disabilities. Identified students also have access to the emotional support teacher, depending on the needs identified through their IEP. The district is utilizing a de-escalation program, Ukeru, which promotes a restraint-free environment. There are three district personnel who are trainers for the Ukeru model. The trainers rolled out Ukeru training to the Special Education department, including many paraprofessionals, in the Spring of 2021. All teachers and administrators received the trauma-informed care portion of the training in the spring of 2022. The ultimate goal is to be restraint-free, district wide. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only as a last resort when the student is acting in a manner as to be clear and present danger to him/herself, to other students, or to employees. The district has a core team in place that will remain certified in Safety Care to ensure the safety of our students. The district continues to provide professional development on positive classroom management and individual consultation to classroom teachers with specific needs. The Lakeview School District uses research-based behavior supports and interventions to improve de-escalation strategies and preventative management strategies to assist in the process.

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.

All teachers in the district received Ukeru Trauma-Informed Care training in the spring of 2022. The Special Education faculty and staff were trained in de-escalation techniques as well as the Ukeru, a restraint free model, at the end of the 2020-2021 School Year. In addition, the Midwestern Intermediate Unit 4, MIU4, provided a core group of faculty members training in de-escalation and Safety Care restraint techniques, in case of a last resort situation. Olweus foundations were provided to faculty and staff over the 2019 - 2020 and 2020-2021 school years. All Special Education staff have access to the Tough Kid book and workbook.

3. Describe the district positive school wide support programs.

The District is in the middle stages of developing a district wide positive behavior support program. The District has adopted four "Sailor Code" pillars: Be Here/ Be Ready, Be Respectful, Be Safe, and Be Positive. Each building has the Sailor Code pillars displayed in highly visible areas. Within each building, the pillars are described for the different areas in the building such as restrooms, hallways, and classrooms with positive verbiage for the students. At the elementary building, these pillars are explicitly taught to each classroom, K - 5, in the different areas to ensure they understand their responsibilities in each area at the beginning of the school year. Reminder lessons are going to be integrated throughout the school year on an as needed basis. As additional components, the elementary school has created a sailor ticket system for students demonstrating positive and prosocial behaviors. Students can earn tickets and purchase items from the Sailor Code store. The middle high school has created a Sailor 200 Board. This is where students earn Sailor tickets for positive and prosocial behaviors. The student, who receives the ticket, brings it to the office to put their name on the Sailor 200 board. When the Sailor 200 Board reaches a "Bingo" (10 names in a row), each student receives a prize. The Sailor Code has been in place for quite a few years and has been rolled out to our bus drivers and cafeteria staff.

4. Describe the district school-based behavior health services.

The District maintains a strong communication with Rockcreek Wellness and Mars Home for the Youth (MHY) for our social workers and school based counseling services. We work with the Mercer County Behavioral Health Commission as well as Child and Youth Services (CYS). Finally, to assist students with specific behavioral needs, the district has created and hired an Emotional Support/Social-Emotional Learning teacher to facilitate and assist teachers and staff with students with behavioral needs as well as working in one-on-one and small group settings.

5. Describe the district restraint procedure.

Restraints shall be defined as: the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's, or eligible young child's body. It does NOT include briefly holding, without force, a student, or eligible young child, in order to calm or comfort him/her, guiding a student, or eligible young child, to an appropriate activity, or holding a student's, or eligible young child's, hand to safely escort him/her from one area to another. Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's, or eligible young child's, parents and specified in the IEP. Also excluded are mechanical restraints, such as: 1. devices used for physical or occupational therapy 2. seat belts in wheelchairs or on toilets used for balance and safety 3. safety harnesses in buses 4. functional positioning devices Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees; and, only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual student, or eligible young child, will result in: 1. the school entity notifying the parent of the use of the restraint 2. a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees, in writing, to waive the meeting At this meeting, the IEP team must consider whether the student, or eligible young child, needs a functional behavioral assessment, re-evaluation, a new, or revised, positive behavior support plan, and/or change in placement to address the inappropriate behavior. The use of restraints may only be included in a student's, or eligible young child's, IEP when: 1. utilized with specific component elements of positive behavior support 2. used in conjunction with the teacher of socially acceptable alternative skills to replace problem behavior 3. staff is authorized to use the procedure and have received the staff training required 4. there is a place in place for eliminating the use of restraint through the application of positive behavior support The

use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student, or eligible young child, is held face down on the floor. Effective on July 1, 2008: The District must maintain and report data on the use of restraints as prescribed by the Secretary. The report must be reviewed during cyclical compliance monitoring conducted by the Department. The District has the primary responsibility for ensuring that positive behavior support programs meet regulatory requirements, including: 1. the training of personnel for the use of specific procedures, methods, and techniques 2. having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures In accordance with their plans, the District may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints. Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan must be created. Emergency Procedures Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as: 1. parent contact to immediately remove the student from school 2. notifying police 3. notifying mental health 4. calling emergency services and ambulance Each building should have a written administrative procedure to handle emergencies.

## Intensive Interagency

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

The Lakeview School District does not have a significant problem in providing FAPE for any of our students. The District strives to provide a continuum of programs to ensure Least Restrictive Environment (LRE). The least restrictive environment for a student with a disability depends upon the student's IEP team determination of what is educationally necessary and appropriate for that particular student. The District ensures that the appropriate educational placement for any student always begins with the consideration of the IEP team for placement in the regular education setting with supplementary aids and services. Presently, all students with identified disabilities are placed in appropriate settings as determined by the individual's educational team as developed in the IEP and based upon the educational needs of the student. If an instance would arise in which the District would be unable to provide or secure an appropriate setting for an identified student, the District would immediately contact the Midwestern Intermediate Unit IV for resources as well as possibly informing the interagency coordinator, and as warranted seek to schedule a CASSP meeting as soon as possible. The District collaborates with other agencies to build service capacity both in and outside the District through teaming with a variety of agencies and service providers that may be involved with a particular student. The District is located in Mercer County and utilizes a pool of providers and organizations that provide services for children who reside in the county. In addition, the District works closely with Midwestern Intermediate Unit IV in providing services and training, as well as consultation. The District would initiate, work to resolve, and locate the appropriate setting for any particularly hard to place students with disabilities through a collaborative effort with the appropriate providers as needed, and as determined by the students' IEP. The District collaborates with all of the local mental health, Children and Youth Services (CYS), and Juvenile Probation agencies that provide services and resources to Mercer County residents. The District attends meetings for any student with a disability as requested through these agencies and invites any agency involved with a special needs student to that child's IEP meeting, as appropriate, and with parental consent. The District has worked cooperatively and successfully with a number of agencies including, but not limited to: Pathfinders, Belmont Pines, Clarion Psychiatric, Bethesda Children's Home, St. Stephens Academy, Sharon Regional Health System, Clarion Hospital, Shriners Hospital, Counseling and Assessment, Diversified Family Services, Comprehensive Children and Family, Associates in Counseling and Child Guidance, Paoletta, Family Connections, Youth Advocate Program, Office of Vocational Rehabilitation, Early Intervention, MHMR, The Arc of Mercer County, PATTAN, Midwestern Intermediate Unit IV, Mercer County Behavioral Health Commission, etc. There is a comprehensive range of services and programs available within the District, neighboring school districts, and/or through the array of programming opportunities operated by Midwestern Intermediate Unit IV. Other intensive programs are available for students through educational providers. All decisions concerning the continuum of services and program for students with disabilities are determined by the student's IEP team at that student's IEP meeting. The District will continue to adhere to the provisions as delineated in the various Basic Educational Circular (BECS), and to apply available IDEA funds and District special education resources, in order to provide appropriate educational programs and services for all special education students.



## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LH	Elementary	Full-time (1.0)	11/22/2021 09:41 AM

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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AC	Elementary	Full-time (1.0)	11/22/2021 09:41 AM

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## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Oakview El Sch		25
<b>School Building</b>		<b>Building Description</b>
Junior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
<b>Implementation Date</b>		
2021-09-28		
<b>Uploaded Files</b>		

### 1Assurance Check

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

## Special Education Support Services

### 2Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	2	District Wide	District
Paraprofessionals	6	District Wide	Contractor
Paraprofessionals	6	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Behavior Specialist	1	District Wide	District
Guidance Counselor	3	District Wide	District
Other	1	District Wide	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
Reaching All Learners			
Lead Person/Position		Year of Training	
PaTTAN		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District PaTTAN Other	Parents Paraprofessionals Other

Description of Training			
Supporting Social Connections in AAC Learners			
Lead Person/Position		Year of Training	
PaTTA N		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	PaTTAN	Other

Description of Training			
The District will provide teachers and staff training opportunities to educate in regards to Autism as a disability as well as strategies to use in the classroom. The District will provide, at least, one training each school year. The ultimate goal is to increase awareness, knowledge, and strategies for school staff to promote learning for these students. Attendance logs will be maintained for training attendance in addition to training agendas.			
Lead Person/Position		Year of Training	
Special Education Team and District Administration		2021-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	3-5	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

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## Positive Behavior Support

Description of Training			
PaPBS Network Coaches Day: Fidelity in Unique Delivery Systems			
Lead Person/Position		Year of Training	
PaTTAN		2021	
Hours Per Training	Number of Sessions	Provider	Audience
4.0	2	PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
The District will continue implementation of a school/ district wide positive behavior support program. The PBS will focus on four pillars that will be shared across the buildings: Be Here/ Be Ready, Be Respectful, Be Safe, and Be Positive. Positive behavior support and/or de-escalation training will also be offered to staff, at least, one time each school year. Positive behavior support teams will meet, at least, two times per school year.			
Lead Person/Position		Year of Training	
Administration and School Personnel		2021 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	6	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

## Paraprofessional

<b>Description of Training</b>			
The special education paraprofessionals will participate in a minimum of 20 hours of training annually per special education law. Training will focus on paraprofessional needs based on teacher input, log monitoring, interest, observation, and classroom teacher recommendation. Paraprofessionals will receive training through a variety of sources including, but not limited to: in-service days, professional learning teams, workshops, on-line training, book and/or DVD reviews. Trainings will be provided by district staff, IU personnel, PaTTAN personnel, web based, hard copy resources, and/or local college personnel. Trainings may be housed at the district, IU, PaTTAN, local colleges, or on-line. Training hours will be documented for each special education paraprofessional.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
School Administration		2021 - 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.0	10	District Intermediate Unit PaTTAN Other	Paraprofessionals

## Transition

<b>Description of Training</b>			
Transition Updates and and Work Experience			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2.0	3	PaTTAN	Special Education Teachers

<b>Description of Training</b>	
The district continues to move forward in strengthening the transition program for students. Each student of high school transition age (100%) will complete an interest inventory or interview, research post secondary options (school and/or occupation) based on interest and/or aptitude results, and develop a personal action step toward a post school outcome goal. Student findings or data will be collected and maintained by the teacher with the goal of student portfolios.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
District Administration	2021 - 2024

Hours Per Training	Number of Sessions	Provider	Audience

## Science of Literacy

Description of Training			
Classroom teachers will utilize differentiated instruction, flexible groupings, co-teaching techniques, and/or technology integration in order to meet student needs. Teams will work together to develop plans to incorporate differentiated growth each year based on MAP/OHS and/or state testing scores and/or progress monitoring data each of the measured three years. Benchmark and progress monitoring data will be analyzed at each grade/course level to determine goal attainment. Parent education provided from K-5 each semester to assist in understand benchmark and progress monitoring data and strategies to support their child in the educational growth process.			
Lead Person/Position		Year of Training	
Administration and School Personnel		2021 - 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	6	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

## Parent Training

Description of Training			
OVR Meeting			
Lead Person/Position		Year of Training	
OVR		2021/2022	
Hours Per Training	Number of Sessions	Provider	Audience
.5	13	Other	Parents

Description of Training			
Pre-ETS Early Reach Initiative			
Lead Person/Position		Year of Training	
OVR		2021/2022	
Hours Per Training	Number of Sessions	Provider	Audience
.5	4	Other	Parents

Description of Training			
Child Find			
Lead Person/Position		Year of Training	
District Personnel		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Parent's Rights			
Lead Person/Position		Year of Training	
District Personnel		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
IEP Process			
Lead Person/Position		Year of Training	
District Personnel		2021-2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

**IEP Development**

<b>Description of Training</b>			
IEP and EBR Reviews and Implementation			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Midwestern Intermediate Unit IV		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6.5	2	Intermediate Unit	Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

