Penn-Trafford SD

Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

1006 Harrison City-Export Rd
PO Box 530
Harrison City, PA 15636
(724)744-4496
Superintendent: Matthew Harris
Director of Special Education: Gregory Karazsia

Planning Committee

Name	Role
Gregory Karazsia	Administrator : Special Education
Nick Lynn	High School Teacher - Regular Education : Special Education
Dawn Blank	High School Teacher - Special Education : Special Education
Tera Enick	High School Teacher - Special Education : Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 407

Identification Method

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

The Penn-Trafford School District (PTSD) will abide by 14.125 of the Pennsylvania Special Education Regulations when making a determination of Specific Learning Disability (SLD). A student may be identified as having a SLD when all four aspects of the SLD definition are met.

A. Inclusionary
1. Failure to meet age- or grade-level state standards or lack of adequate achievement in one or more of the following eight areas:

- Listening comprehension
- Oral expression
- Written expression
- Basic reading skill
- Reading fluency skill
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

Multidisciplinary evaluation (MDE) teams in the PTSD will consider multiple sources of data when making this determination. All sources of data considered will be referenced to state and/or national standards. Consideration will be given to current data as well as a review of the student's data across prior school years. The following sources of assessment data will be considered when determining failure to meet age- or grade-level standards:

- PSSA scores
- Referenced achievement test scores

2. Discrepancy: Pattern of strengths & weakness
Students in the PTSD will be administered norm-referenced measures of intellectual ability and achievement levels in order to determine if the student exhibits a pattern of strengths and needs, relative to intellectual ability, as defined by a severe discrepancy between intellectual ability and achievement.

The PTSD does not have a Response to Instruction and Intervention (RtII) plan approved by the Department of Education at this time. However, the district has implemented many components of an RtII approach. Currently, the district utilizes a research-based core curriculum in literacy and math. The district will develop a three-tier model of intervention. Administrators, psychologists, school counselors and selected regular education teachers have received training through the WIU and PaTTAN-Pittsburgh on RtII.

B. Exclusionary
3. Rule out:

- Vision, hearing, or motor/orthopedic problems/disabilities

- Intellectual Development Disabilities

- Emotional disturbance

- Cultural factors and/or limited English proficiency

- Environmental or economic disadvantage

The PTSD process will document that each of the above factors has been excluded from consideration either through screening or evaluation, if warranted.
Vision, hearing, or motor/orthopedic problems/disabilities: All students in the district have vision and hearing screenings completed regularly. These results will be checked. If concerns are present, the student will be re-screened. If there continues to be concern, the student will be referred to an optometrist, ophthalmologist, and/or audiologist to rule-out that the student's learning problems are primarily the result of a vision or hearing problem. If the student evidences motor problems, a screening by the occupational therapist will occur. If there are concerns, a referral for an evaluation by the occupational therapist will be made to rule-out that the student's learning problems are primarily the result of a motor problem.

Intellectual Disability: All students referred for an evaluation to determine eligibility for a specific learning disability diagnosis will be administered a measure of intellectual ability. If sub-average general intelligence is revealed, measures of adaptive behavior and another measure of intellectual ability will be administered to rule-out Intellectual Disability as the cause of a student's learning problems.
Emotional Disturbance: The student's discipline record will be reviewed. If the student displays behavioral/emotional concerns, teachers and parents will complete behavior-rating scales and systematic observations of the student's behavior will be completed. If significant behavioral issues

occur that cannot be managed through a classroom management system, a Functional Behavior Assessment (FBA) will be completed and a Behavioral Intervention Plan (BIP) will be developed. For a student displaying behavior problems, the evaluation team will determine whether the student's learning problems are instigating the behavior or whether underlying emotional problems are impacting the student's ability to perform academically.

Cultural factors and/or limited English proficiency: All students entering the district are required to complete a questionnaire regarding their primary language spoken in the home. The English as a Second Language teachers to determine their level of English proficiency assesses students considered at risk. If a student is an English Language Learner or has issues related to his/her acculturation experience, the team will rule-out this as a causative factor when considering a diagnosis of SLD.

Environmental or economic disadvantage: In order to rule-out environmental or economic issues as a primary cause of a student's learning difficulties, the school counselor will review the students file. The parent will also be asked to complete a parent input form, which serves as a developmental and medical history form. The student's attendance records will be checked and the school nurse will complete an input form. If significant issues are found, they will be referred to the Student Assistance Program (SAP) for more support. The team will determine if the student's learning issues are primarily the result of environmental or economic factors if they are revealed.

4. Rule out lack of instruction by documenting:

- Appropriate instruction by qualified personnel

The PTSD will ensure that all students receive effective instruction utilizing research-based instructional strategies and materials in the core program. All students receiving reading instruction will receive instruction that emphasizes the essential components of reading namely phonemic awareness, phonics, vocabulary, fluency, and comprehension. All regular education students needing intervention in the literacy area in the primary grades will be provided with intervention utilizing research-based instructional strategies and programs. All teachers employed by the school district are certified by the Pennsylvania Department of Education to teach in their area of certification. All special education teachers are working towards and/or have attained Highly Qualified status. The principal, assistant principal, and central office administrators will observe the teachers and ensure that strategies and materials are implemented as specified. Additionally, a member or members of the evaluation team will observe the student referred for evaluation to determine eligibility for SLD identification in the regular education classroom setting and in the area(s) of difficulty. Formal observation procedures will be used. Additionally, classroom based assessments as well as intervention groups are communicated to the parents through report cards, parent-teacher conferences, separate mailings, and child study team meetings.

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 2017-2018 School Year SPP data, the district has a discrepancy ≥10% for percentage of students identified for special education services (10.3%) compared to State (16.9%). To ensure stakeholders are aware of services the district publishes the Annual Public Notice of Special Education services and programs, services for Gifted students, and services for Protected Handicapped students in the local newspaper and on the district's website.

In addition, the district provides trainings for all staff at each elementary and middle schools on the special education process, parent communication, and review of the newly implemented teacher input forms for special education evaluations.

Finally, the district has a Student Assistance Program team at each of the 8 schools in the district. The teams review and analyze student referrals and if appropriate a special education evaluation will be requested by the district.

Based on the 2017-2018 School Year SPP data, the district has a discrepancy ≥10% for percentage of students identified for Emotional Disturbance (7.8%) compared to State (8.6%), Other Health Impairment (10.6%) compared to State (15.7%), Specific Learning Disability (33.7%) compared to State (40.9%), Multiple Disabilities (2.8%) compared to State (1.1%), and Speech or Language Impairment (25.3%) compared to State (14.5%).

The district has reviewed the special education assessment tools last summer (2018) and has acquired the most recent assessment tool editions. In addition, given the student population within the district, a student qualifies or doesn't qualify the based on set criteria of the assessment tool.

Non-Resident Students Oversight

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

1. Not Applicable to Penn-Trafford School District at this time.
2. Penn-Trafford School District does not have any students from our district that meet the obligations under Section 1306. However, should a student from our district be incarcerated in a county facility, our district would collaborate with the assigned school district to the facility.
3. Not Applicable to Penn-Trafford School District at this time.

Incarcerated Students Oversight

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

There are no facilities within the Penn-Trafford School District at this time. However, the school district is immediately notified by the court system when a student with an IEP becomes incarcerated. Once notified, the district confirms residency and provides the institution with the student's IEP and any other information needed for the student's educational program to be continued at that facility. The district also reimburses the local school district or institution that is responsible for providing instruction at the student's placement site. All data relative to the student's progress is shared with the district during updates. Transition meetings/discussions also occur before the student is placed back into a classroom at 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.

1. The district operates under an inclusion model. IEPs are written with the intention of providing the least restrictive environment for all students. Few students actually receive services outside of the general education classroom unless their IEP deems it as necessary.

Instruction outside of the general education classroom occurs only if it is an indicated need in the IEP and appropriate data can support this decision after careful monitoring of the student's achievement. Learning support teachers push in to the general education classroom to provide students with the supplemental supports and services they need, while general education teachers are expected to follow all modifications and accommodations as specified in the IEP.

In addition, paraprofessionals and personal care assistants are provided to support students who are able to successfully function and learn in the general education classroom environment. Additional supports are provided to meet individual student needs such as: Speech and Language Support; Physical Support; Blind-Visually Impaired Support, and Deaf and Hard of Hearing Support, to the fullest extent possible, through curriculum integration.

Student Learning Assistants and Special Education Instructional Classroom Assistants are available to assist students in the classroom as well. Several students have schedules that have been individualized and adapted according to their needs with the intention of prioritizing the amount of time they are able to learn and be educated in a general education classroom environment.

Students are only placed at private institutions or facilities after they have been unsuccessful in the general education classroom after supplementary aids and services have been provided. This occurs only after a student has been closely monitored and data has been collected and analyzed. If the IEP team deems that supplementary aids and services are still not assisting the child and are not meeting his or her needs in order to achieve academic success, the IEP team then uses data to monitor students and to determine an appropriate placement outside of the general education classroom setting or at a private institution.

Students who are in need of placement at a private institution are placed at these schools according to their individual needs. The private schools that provide educational services for our students are selected according to the individual specific needs of our students and vary relative to the levels of the least restrictive environment they are able to provide.

Decisions for school selections are based on student needs and analysis of data. The district selects the school according to the facility that is able to provide the least restrictive environment possible for each child on an individual basis. Many of the private schools that our students attend continue to provide many opportunities for students to obtain experiences within the general education environment e.g. Community Based Instruction.

The district continues to provide ongoing trainings at each of the eight schools for administrators, general education teachers, special education teachers, and parents on the use of supplemental aids and services for students with disabilities within the general education classroom.

The district provides training to the private schools that our students with disabilities are enrolled in. The district educates the private school IEP teams on the opportunities that exist for our students at the home district for a possible transition back to the neighborhood district or neighborhood school for involvement within the general education environment e.g. Community

Based Instruction, extra-curricular activities, etc.

2. The district provides on-going training through our professional development programs in a variety of areas, such as: Co-Teaching; Crisis Prevention Intervention (CPI); CPI Applied Physical Training; Differentiated Instruction; Dropout Prevention; Inclusive Practices – Membership, Participation, and Learning; Indicator 13 Cohort 5; Standards Aligned System (SAS); Student Assistance Program (SAP) training in all 8 buildings; SaS implementation; SaS Toolkit Overview; and Special Education & 504 Identification Process.

In addition, the Superintendent and Assistant Superintendent hold a monthly meeting either a Parent Advisory Council or Elementary/Middle School President's Council meetings at the district administration building. Pertinent information is disseminated in regarding special education and the continuum of supports/services within the district in the Least Restrictive Environment (LRE). The district use of academic instruction foundation is on researched based instructional programs and practices. For example, in addition to the Reading curriculum the use of iRead, System 44, and READ 180 are implemented in a general education setting to help improve students reading skills in the LRE. The same is used for the Math curriculum via Math 180, iAlgebra, and iPreAlgebra.

The district utilizes Instructional Monitoring (use of annual benchmarks and continuous progress monitoring) and Interventional Levels, which are embedded in the general education classroom prior to special education pullout intervention. In the Penn-Trafford Education Association (PTEA) Agreement, there is time allotted for collaboration. The use of Professional Learning Communities (PLC) is available 60 minutes per teacher workday. This allows time for administrators, teachers, and other staff to have an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key is to improve student learning and it is on a continuous process.

The district employs a School Wide Behavioral Support that was approved through the Westmoreland Intermediate Unit (WIU) that focuses on researched based instructional programs and practices. The district emerged and fine-tuned practices and at the building level (K-12) through use of common language and common expectations, professional development with certified Olweus trainers that were provided at the building level training. The school psychologists also provided training on Functional Behavioral Assessment process and Crisis Plan. The district also has established school based mental health in each of the 8 school buildings.

Four district level certified instructors provided Crisis Prevention Intervention (CPI) and CPI Applied Physical Training to building administrators, general and special education teachers, counselors, and paraprofessionals / PCAs.

The district is committed to procuring and training staff in use of effective technology tools to support and enhance multi-modal instructional delivery and student engagement in the LRE. The district has wireless buildings, hardware and software available to all staff and all students. There are laptop carts, iPad carts, and smart board systems in all classrooms and learning centers.

The district uses the WIU resources e.g. Training and Consultation (TaC) team consisting of Assistive Technology Consultant, Autism Team, Inclusive Practices/Least Restrictive Environment Consultants, Interagency Coordination, and Positive Behavior Support Consultants. The WIU Assistive Technology Coordinator also provides screening and evaluations. Continuing expansion of low tech to high tech tools to support student access and engagement in the general education

curriculum, as well as alternative supports for students with sensory and communication needs across all settings are available.

The district also works with PaTTAN consultants in a variety of areas e.g. Autistic support, Intensive Interagency support, and Transition support. The district supports the paraprofessionals / PCAs use of taped training sessions to obtain their 20 hours of training in the area of their assignment.

Listed below are some examples of how the district provides Supplemental Aids and Services for the 4 domains:

- **Collaborative:**

Professional Learning Communities is available 60 minutes per teacher workday; co-teaching in core courses K-12; total of 37 full time paraprofessional and PCA support, 28 staff are 1:1 and 9 staff are in a various support role; 3 - 1:1 nurse for individual students; SaS trainings provided to all building administrators and teachers; parent collaboration, Elementary President's Council and Parent Advisory Council 4 times a school year for each Council. The elementary schools have monthly PTO meetings at each of the schools. The middle schools have PTO meetings every other month during the school year and the between months there is a Parent Coffee meeting; and Technology Support – 1 coordinator, 3 tech assistance, and each building has a lead tech staff member assigned to assist with all tech support.

- **Instructional:**

K-12 Student Learning Assistants (12 staff) are certified teachers to assist students in the classroom; Students schedules have been individualized and adapted according to their needs; development of alternative curriculum in the general education classroom e.g. iAlgebra, Fundamentals of Math, Math 180, READ 180; and alternative materials / assistive technology e.g. large print, Dragon Speak, individual iPads for communication, Kurweil 3000.

- **Physical:**

K-12 FM system for acoustics; seating closest to instruction of lesson; lights are covered with color shades to adjust the sensory input; sensory rooms; special order seats e.g. ball chair; and all buildings and football stadium are ADA approved e.g. wheelchair accessible.

- **Social-Behavioral:**

Social skills instruction e.g. Circle of Friends; counseling supports – 2 school psychologists, 6 guidance counselors, and each school is approved for school base mental health; cooperative learning strategies e.g. "pods", jigsaw groups, daily regrouping students based on lesson; and implementation of individual behavior support plans.

3. Based on the 2017-2018 School Year SPP data for Indicator 5: Educational Environments, our district met the SPP target for students in special education within the general education classroom > 80% with an 81.3% as compared to the State average of 62.0%.

In addition, our district met the SPP target for students in special education within the general

education classroom $\leq$ 40% with a 6.3% as compared to the State average of 9.3%.

Based on the 2017-2018 School Year SPP data for Indicator 5: Educational Environments, our district did not meet the SPP target for students in special education in Other Settings with a 5.3% as compared to the State average of 4.9%.

However, our district has made great progress in this area of reducing the percentage of students in Other Settings for the past seven years: a) 2011-2012 - 11.4%; b) 2012-2013 – 9.1%; c) 2013-2014 – 8.9%; d) 2014-2015 – 7.7%; e) 2015-2016 – 7.4%; f) 2016-2017 – 5.6%; and g) 2017-2018 – 5.3%.

The district continues to provide ongoing trainings at each of the eight schools for administrators, general education teachers, special education teachers, and parents on the use of supplemental aids and services for students with disabilities within the general education classroom.

When appropriate, the district has utilized PaTTAN resources e.g. Intensive Interagency Coordination and the Westmoreland Intermediate Unit resources e.g. Training and Consultation (TaC) team consisting of Assistive Technology Consultant, Autism Team, Inclusive Practices/Least Restrictive Environment Consultants, Interagency Coordination, and Positive Behavior Support Consultants.

The district provides training to the private schools that our students with disabilities are enrolled in. The district educates the private school IEP teams on the opportunities that exist for our students at the home district for a possible transition back to the neighborhood district or neighborhood school for involvement within the general education environment e.g. Community Based Instruction, extra-curricular activities, etc.

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.

The Penn-Trafford School District has adopted PDE's guidelines and procedures in Policy #113.1 entitled Discipline of Students with Disabilities and #113.2 entitled Behavioral Support Policy & Implementation Guidelines. All staff and community members have access to these policies posted on the district website.

The district provides information, training, and assistance to teachers and administrators regarding the analysis of student behavior and development of intervention plans. This process includes the identification of behavioral concerns, file reviews, management techniques, building and classroom level intervention plans, Functional Behavioral Assessment (FBA), individual Positive Behavioral Support Plan (PBSP), child study teams, Student Assistance Programs (elementary & secondary levels), and linkages to outside agencies.

If a student is in need of restraint or intrusive procedures, this is outlined within the student's individual Positive Behavioral Support Plan (PBSP). For students with an IEP, the PBSP is an integral part of the student's overall educational plan. The district has four (4) certified trainers in the Crisis Prevention Intervention (CPI) and CPI Applied Physical Training. Each year the 4 certified

trainers in CPI offer training to all paraprofessionals and personal care assistants. In addition, if there is a particular student that would require CPI support, the trainers have and will continue to train the teachers of the student in question. CPI focuses on nonviolent crisis intervention training designed to teach best practices for managing difficult situations and disruptive behaviors through de-escalation techniques. Staff are taught how to identify at-risk individuals and use nonverbal and verbal techniques to defuse hostile or belligerent behavior.

The Penn-Trafford School District School-Wide Positive Behavior Support (SWPBS) plan is committed to establishment and growth of a proactive systems approach for creating and maintaining safe and effective learning environments in our schools, and providing opportunities to support all students in addressing their social/emotional skills to support their success at school and beyond the school setting. It focuses on efficient use of data to guide decisions for improving schools.

- A proactive approach to discipline that promotes appropriate student behavior and increased learning. A research-based systems approach for establishing the social culture and behavioral supports needed for our schools to be effective learning environments for all students.

- A systems model that guides schools to design, implements, and evaluate effective school-wide, classroom and student-specific instructional plans around behavior, social skills and academics.

- A broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

SWPBS is not a specific "model" but a compilation of effective practices, interventions, and systems change strategies that have a long history of practical support and development, which individually have been demonstrated to be effective and efficient. In addition, SWPBS has relevant applications to educating all students in schools, not just students with disabilities.

Our district has received approval in all 8 school buildings for School Based Mental Health Services (SBMHS). SBMHS are for students struggling at home or in school. With these services, students identified with a need for support would be afforded the opportunity during the school day to attend counseling sessions with a therapist from the contracted company, which is available in the school building. Sessions are intended to be the least intrusive to the student's class schedule, and would be focused on maximizing potential for personal growth and academic success.

Some examples of benefits of SBMHS include:

- Greater achievement in the educational setting

- Improved family, teacher, and peer relationships

- Increase management of any emotional or behavioral symptoms associated with a mental health diagnosis or intellectual disability

- Ability to gain the skills to manage problematic situations more effectively

- An overall increase of self-worth

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. At this time the district is not having difficulty ensuring FAPE for any disability category. A proactive approach has been made at examining strategies and interventions for students with Autism. The district continues to provide professional development opportunities for staff. The district is continually to work on creating unique programs that include assistive services and supports for students with Autism and PDD. In our district, Autism/PDD disability has increased over the past three years. These efforts have allowed the district to provide FAPE for this population of students in the least restrictive environment.

The district provides on-going training through our professional development programs in a variety of areas, such as: Co-Teaching; Crisis Prevention Intervention (CPI); CPI Applied Physical Training; Differentiated Instruction; Inclusive Practices – Membership, Participation, and Learning; Indicator 13 Cohort 5; Standards Aligned System (SAS); SaS implementation; and SaS Toolkit Overview. The professional development assists our staff in ensuring FAPE for any disability category.

If the district finds itself in a situation where it might need assistance with ensuring FAPE to a student with a particular disability, the district would contact PaTTAN-Pittsburgh and the Westmoreland Intermediate Unit (WIU) along with utilizing the resources of the school psychologists, as well as community agencies and other neighboring school districts to provide advice, and suggestions relative to appropriate accommodations and/or modifications and supplemental aids and services to assist the IEP Team with providing FAPE.

When necessary, the district utilizes the services of the district school psychologists and the WIU to provide guidance and direction relative to placements for students. In addition, support and counseling is provided as needed through Westmoreland Case Management, Value Behavioral Services, Children & Adolescent Service System Program (CASSP), Children and Youth Services, PaTTAN, and the high school juvenile probation officer. The District makes every attempt to place students in the least restrictive environment. However, placement is always made according to the decision made by the IEP Team. This team decision is always based on student needs and student strengths and gives priority to placing students in the least restrictive environment possible. This enables students to achieve their fullest academic potential while providing appropriate support and services. The district does not have difficulty placing students using this approach.

2. The district has a continuum of services for Life Skills and Autistic Support students by starting classrooms at the K-2, Grades 3-5, Grades 6-8, and Grades 9-12 levels.

At the elementary level the district has twenty-three (23) students in the Life Skills and Autistic

Support classrooms. If the district did not have these classrooms, thirteen (13) out of the twenty-three (23) students would have been educated outside of the district. In order to provide FAPE in the Life Skills and Autistic Support elementary classrooms, three (3) FTE special education teachers, one (1) FTE special education instructional aide, eight (8) FTE Personal Care Assistants, and one (1) FTE Registered Nurse (RN) are provided for support. In addition, we have developed two (2) sensory rooms to address the individual student's sensory needs e.g. prevent escalation of inappropriate behaviors, calming effect.

At the secondary level the district has thirty-two (32) students in the Life Skills and Autistic Support classrooms. If the district did not open these classrooms, eight (8) out of the thirty-two (32) students would have been educated outside of the district. In order to provide FAPE in the Life Skills and Autistic Support secondary classrooms, three (3) FTE special education teachers, two (2) job coaches, three (3) FTE Personal Care Assistants, and one (1) FTE Registered Nurse (RN) are provided for support.

Penn-Trafford School District (PTSD) has started Transition at age 12 for students with complex support needs. PTSD has contracted with numerous agencies and businesses, for example: Rehabilitation Center and Workshop (RCW); Goodwill Industries @ Redstone Highlands; William Penn Nursing Home; Sturm Plumbing; Eat n' Park; Energy Swing Windows; Richlin Imports; Westmoreland County Country Club; JB Bright Beginnings Child Care Center; Subway; St. Barbara's Parish; Clelian Heights Transition Program; Penn Area Library; Westmoreland County Blind Association; and De La Bee Art Studio. This allows our students to gain experience in and for job shadowing and work placement for age and skill appropriate students.
PTSD Transition Plan
In addition to the K-12 Chapter 339 Career Guidance Plan the following is also implemented:
Elementary:

- Transition Day – Field Trip to the Middle School: Elementary students spend a mock day at the Middle School they will be attending for the next year. During this trip, they meet the principal, special education teachers, and the guidance counselor. The students follow a schedule which provides them of a snapshot in the life as a 6th grader. This day helps ease some of the anxiety that our learning support students feel when they think about leaving their elementary school. After this transition day, the students are excited to start their next chapter as a middle schooler.

- Pheple FCU Career Day- 5th Grade Field Trip to Greensburg, PA: The 5th Grader students learn about different trades/programs on this field trip.

- Library Media: Guidance counselor provides career-oriented lessons for 5th-grade students. Once a month, the students participate in a lesson on Character Education. They have a lesson on financial literacy using the EverFi website. During this lesson, they learn about work habits, cooperating with others, and budgeting. In April/May, the students create a Google slide project on careers and present them to their class. They also have a lesson on presentation skills.

- Career Day at the elementary schools: The Central Westmoreland Career and Technology Center (CWCTC/vo-tech), school counselor, and high school students discuss careers and trades in

each of the 5th-grade classrooms. Students write a reflection about what they learned and if any presentations they heard about may be a career path they would like to pursue.

- Graduation and Post-Secondary Education Celebration: For a week in May, students participate in a Post-Secondary Education Awareness Week. Students bring in a photograph of a family member graduating, then write a brief paragraph about what degree is being celebrated and what the person's current job is. This exposes the students to the post-secondary options that are available.

Middle School:

a.   6th Grade:

- Quick Assessment   (RAISC) October

- Interview Your Friends (1, unless the student states they no friends, then they do their favorite subject with 2 career choices)

- Career Interviews (5 adults, career, education, how many years have been at their career)

- Learning Styles Inventory (Visual, Auditory, or Tactile)

- Career Plan (Post-secondary options)

- Reflection Activity- CWCTC Presentation

a.   7th Grade:

- Interest Profiler November

- Clusters, Careers, and Majors

- Higher Education Options

- Training Needed for Jobs

- Learning Styles Inventory

- Career Plan

- Everfi/ Future Smart

- Reflection Activity- CWCTC Presentation

- PE Class Time Management Soft Skill Rubric December

a.   8th Grade:

- Budget How Much Money You Will Need December

- Interest Inventory

- Entrepreneurship

- Career Plan

- Financial Reality Fair with Westmoreland Community Federal Credit Union

- Reflection Activity from the Financial Reality Fair

- Reflection Activity-- CWCTC Presentation

High School:

a. 9th Grade:

- Tour of Vo-Tech

- Hiriam G. Andrews (College for Disabilities) tour

- Rehabilitation Center and Workshop (RCW)

- "Coffee for a Cause" coffee shop

- Career class or Life Skills

- Job shadow/Work placements (Goodwill if age appropriate)

- Transition night

- Treatment team meeting with community agencies

a. 10th Grade:

- All of 9th grade plus…

- PSATs

- Vo-Tech

- Obtain Driver's license/learning permit

a. 11th Grade:

- All of 9th and 10th grade plus…

- Independent College tours (3x per year)

- Drivers theory

- Summer wheel class

- College Fair – David L. Lawrence Convention Center and WCC

- SAT (October and January)

- College speakers – Guidance

- Goodwill summer Employment

- Job Corp

a.   12th + Grade:

- All of 9th, 10th, and 11th grade plus…

- Meet with the OVR counselor

- Set up with Career Class

- Selective Service (males age 18)

- Register to vote

- Register to Careerlink

- Investigate Private Industrial Council (PIC)

- ASVAB / Meet with recruiters

3. PTSD is continuing to assess and evaluate our services to students with complex support needs. The district has several transition opportunities that will be made available since the PTHS construction is complete. The district expanded on light clerical duties including scanning, copying, and mass shredding for the entire district. With the new tasks in place the weekly rating sheets were restructured. The rating sheets were customized in order to target specific areas of individual need in the work place. Along with this change the district developed mini lessons from the restructured work rating sheets to address individual needs/weaknesses.

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
Children's Institute of Pittsburgh	Approved Private Schools	Educational, Transition, OT, PT, Vision, Speech	7
Clairview	Special Education Centers	Special Education and Life Skills, Transition, OT, PT, Speech	2
Clelian Heights	Other	Life Skills, OT, PT, Speech, Transition, Physical Needs, Education	3
New Story	Other	Autistic Support, Education, PT, OT, Speech, Life Skills, Transition	4
PACE	Approved Private Schools	Therapeutic, Emotional, Education	2
The Woods School	Other	Autistic Support	1
Sunrise Exceptional	Special Education Centers	Multiple Disability, PT, OT, Speech	1
St. Vincent Bearcat BEST	Other	Academic, Independent Living, Social, and Vocational Skill Training	4

Special Education Program Profile

Program Position #1 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* January 10, 2019
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.85
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	18 to 18	1	0.1
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 16	1	0.05
Locations:				
PT High School	A Senior High 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:* January 10, 2019
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	7	0.7
Locations:				
Sunrise Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	9 to 9	1	0.3
Locations:				
Sunrise Elementary	An Elementary 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:* January 10, 2019
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Life Skills Support	17 to 18	2	0.3

but More Than 20%)				
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.1
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	18 to 19	2	0.25
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	17 to 18	2	0.15
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	17 to 17	1	0.15
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 18	1	0.05
Locations:				
PT High School	A 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: Position

Implementation Date: January 10, 2019

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	8 to 11	21	0.55
Locations:				
Harrison Park Elementary	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	11 to 11	1	0.15
Locations:				
Harrison Park Elementary	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	7 to 7	1	0.15
Locations:				
Harrison Park Elementary	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	9 to 9	1	0.15
Locations:				
Harrison Park Elementary	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: January 10, 2019

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.5
Locations:				
Trafford Elementary	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	7 to 7	1	0.25
Justification: Students are seen in separate classrooms with same age peers.				
Locations:				
Trafford Elementary	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%	Learning Support	10 to 10	2	0.25

but More Than 20%)				
Locations:				
Trafford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: January 10, 2019

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 16	44	1
Justification: The students are pulled out individually to receive services.				
Locations:				
District-Wide HC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: January 10, 2019

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 12	1	0.2
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	13 to 13	1	0.2
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 14	4	0.45

Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 13	1	0.15
Locations:				
Penn Middle School	A Middle 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: January 10, 2019
              Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	21	0.8
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 13	1	0.2
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program
       Operator: School District
       PROPOSED PROGRAM INFORMATION
               Type: Position
              Implementation Date: January 10, 2019
              Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	15	0.35
Locations:				
McCullough Elementary	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	10 to 11	2	0.2
Locations:				
McCullough Elementary	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 10	4	0.3
Locations:				
McCullough Elementary	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	11 to 11	1	0.15
Locations:				
McCullough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* January 10, 2019
>>*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 17	53	1
Justification: The students are pulled out individually to receive services.				
Locations:				
District-Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* January 10, 2019
>>*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 7	5	0.85
Locations:				

Level Green	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 6	1	0.15
Locations:				
Level Green	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:* Position
>> *Implementation Date:* January 10, 2019
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	4	0.4
Locations:				
McCullough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 8	1	0.2
Justification: Obtained an age waiver.				
Locations:				
McCullough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 10	1	0.1
Locations:				
McCullough Elementary	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	10 to 10	1	0.17
Locations:				
McCullough Elementary	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%	Learning Support	10 to 11	2	0.13

but More Than 20%)				
Locations:				
McCullough Elementary	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: January 10, 2019

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 18	8	0.5
Justification: The students are seen individually to receive services.				
Locations:				
District-Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: January 10, 2019

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	47	1
Justification: The students are pulled out individually to receive services.				
Locations:				
District-Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: January 10, 2019

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 14	1	0.15
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	14	0.4
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	13 to 13	1	0.1
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	5	0.2
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.15
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* January 10, 2019
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 18	13	0.8
Justification: The students are seen individually to receive services.				
Locations:				
District-Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: January 10, 2019

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	7 to 7	1	0.25
Locations:				
Level Green	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	9 to 9	1	0.25
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 8	1	0.3
Locations:				
Level Green	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	10 to 10	1	0.2
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: January 10, 2019

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Emotional Support	15 to 18	13	0.3
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	10	0.25
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	17 to 17	1	0.15
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	18 to 18	1	0.15
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.15
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* January 10, 2019
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	20	0.45
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 19	5	0.45
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 17	1	0.05
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.05
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	2	0.4
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	5	0.3
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	8	0.3
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

> *Type:* Position
> *Implementation Date:* January 10, 2019
> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 14	1	0.45
Locations:				
Penn-Trafford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 16	1	0.2
Locations:				
Penn-Trafford School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.1
Locations:				
Penn-Trafford High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 15	2	0.25
Locations:				
Penn-Trafford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

> *Operator:* School District

PROPOSED PROGRAM INFORMATION

> *Type:* Class
> *Implementation Date:* January 10, 2019
> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 7	5	1
Locations:				

Level Green Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	4 to 16	53	1
Justification: Students are seen on an individual basis and not in 1 classroom setting.				
Locations:				
District-Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	4	0.6
Locations:				
Level Green	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	7 to 11	7	0.4
Justification: Students are seen in their individual classroom by grade level not all in one classroom.				
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	1	0.2
Locations:				

Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	3	0.3
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 13	1	0.1
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.2
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	7	0.2
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional 1	Harrison Park Elementary	1
Paraprofessional 2	Harrison Park Elementary	1
School Psychologist 1	District Wide	1
Director of Student Learning Supports	District Wide	1
Special Education Instructional Aide 1	Harrison Park Elementary	1
Special Education Instructional Aide 2	PT High School	1
Special Education Instructional Aide 3	McCullough	1
Special Education Instructional Aide 4	McCullough	1
School Psychologist 2	District-Wide	1
Job Coach 1	District-Wide	1
Job Coach 2	District-Wide	1
Paraprofessional 3	Harrison Park Elementary	1
Paraprofessional 1	Level Green Elementary	1

Paraprofessional 2	Level Green Elementary	1
PCA 1	Level Green Elementary	1
PCA 2	Level Green Elementary	1
PCA 3	Level Green Elementary	1
PCA 4	Level Green Elementary	1
PCA 5	Level Green Elementary	1
PCA 1	McCullough Elementary	1
PCA 2	McCullough Elementary	1
PCA 3	McCullough Elementary	1
PCA 4	McCullough Elementary	1
PCA 5	McCullough Elementary	1
Paraprofessional 1	McCullough Elementary	1
Paraprofessional 2	McCullough Elementary	1
Paraprofessional 3	McCullough Elementary	1
Paraprofessional 4	McCullough Elementary	0.5
PCA 1	Penn Middle School	1
Paraprofessional 1	Penn Middle School	1
Paraprofessional 2	Penn Middle School	1
Paraprofessional 3	Penn Middle School	1
Paraprofessional 1	PT High School	1
Paraprofessional 2	PT High School	1
Paraprofessional 3	PT High School	0.5
Paraprofessional 1	Sunrise Elementary	1
Paraprofessional 2	Sunrise Elementary	1
Paraprofessional 3	Sunrise Elementary	1
Paraprofessional 1	Trafford Elementary	1
Paraprofessional 2	Trafford Elementary	0.5
Paraprofessional 3	Trafford Elementary	0.5
Paraprofessional 1	Trafford Middle School	1
Paraprofessional 2	Trafford Middle School	1
Paraprofessional 3	Trafford Middle School	1
PCA 1	Van	1
COTA	District-Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Skilled Nursing Care RN	Outside Contractor	5 Days
Physical and Occupational Therapy	Outside Contractor	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The Penn-Trafford School District (PTSD) will coordinate trainings in the area of Autism through several formats such as, PaTTAN webinars, Professional Learning Communities, Teacher Induction, individual building trainings, and IEP team meetings. The focus of the trainings will be on supplementary aides and services, SaS Toolkit, Crisis Prevention Intervention (CPI), CPI Applied Physical Training, sensory diets, and assistive technology. PTSD will continue to utilize PaTTAN and Westmoreland Intermediate Unit resources in order to provide the trainings in the area of Autism.
	Students identified with Autism will continue to be educated in the least restrictive environment using supplementary aides and services, along with specially designed instruction. PTSD training will be provided to administrators, general and special education teachers, related service professionals, special education instructional aides, paraprofessionals/PCAs, and parents.
	Evidence of Implementation:
	• Agendas and sign-in sheets from professional development activities
	• Student assessment data
	• LRE Information from PDE's Special Education Data Report
Person Responsible	Gregory N. Karazsia, Director of Student Learning Supports
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Educational Technology

Professional Development Details

Hours Per Session	1
# of Sessions	4
# of Participants Per Session	8

Provider	School District, Intermediate Unit, PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	All PTSD staff working with students identified with Autism will have a greater understanding of how to choose appropriate supplementary aids and services and specially designed instruction to cultivate successful programming for the students. The staff will gain a better understanding of the social deficits that can be characteristic of students identified with Autism in order to create appropriate and successful social experiences for the students.
Research & Best Practices Base	Curriculum and resources utilized to address the social skills deficits will be based upon best practices, as well as research based. The PTSD will consult with PaTTAN and the Intermediate Units in order to receive the most up to date research based methods to implement with students identified with Autism.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation
	Series of Workshops
	School Whole Group Presentation
	Professional Learning Communities
	Offsite Conferences
Participant Roles	Classroom teachers
	Principals / Asst. Principals
	School counselors
	Paraprofessional
	New Staff
	Other educational specialists
	Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1)
	Elementary - Intermediate (grades 2-5)
	Middle (grades 6-8)
	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
	Creating lessons to meet varied student learning styles
	Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Student PSSA data
	Standardized student assessment data other than the PSSA
	Classroom student assessment data

Behavior Support

Description	
	Penn-Trafford School District (PTSD) provides information, training, and assistance to teachers and administrators regarding the analysis of student behavior and development of intervention plans. This process includes the identification of behavioral concerns, file reviews, management techniques, building and classroom level intervention plans, Functional Behavioral Assessment (FBA), individual positive behavioral support plans

(PBSP), child study teams, Student Assistance Programs (elementary & secondary levels), and linkages to outside agencies.

PTSD has four (4) certified trainers in the Crisis Prevention Intervention (CPI) and CPI Applied Physical Training. Each year the 4 certified trainers in CPI offers training to all paraprofessionals and personal care assistants. In addition, if there is a particular student that would require CPI support, the trainers have and will continue to train the teachers of the student in question.

Evidence of Implementation:

- Agendas and sign-in sheets from professional development activities

- Documentation of FBA, PBSP through IEP goals and SDIs

- District-wide and building level data reports on discipline referrals

Person Responsible	Gregory N. Karazsia, Director of Student Learning Supports
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1
# of Sessions	8
# of Participants Per Session	25
Provider	School district, IU, PaTTAN, for profit company
Provider Type	Association
PDE Approved	Yes
Knowledge Gain	PTSD staff will have a greater understanding of School-Wide Positive Behavior Supports and understand the purpose of functional behavior assessments and individual positive behavior support plans. The IEP teams will be able to consistently implement SDIs and PBSPs for all students in the least restrictive environment.
Research & Best Practices Base	The PTSD staff utilizes research based materials and resources when conducting FBAs and writing PBSPs. All forms utilized are developed by Pennsylvania's Bureau of Special Education.

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities
Evaluation Methods	Based on the 2018-2019 office discipline referrals, there will be a 2% decrease in office discipline referrals for each year of the special education plan. There will be a quarterly review of office discipline referrals that will continue for each year of the special education plan.

Paraprofessional

Description	Penn-Trafford School District (PTSD) employs 36 special education paraprofessionals. All special education paraprofessionals in the district have attained Highly Qualified status through one of the following qualifications: a) Have completed at least 2 years of postsecondary study; b) Possess an associate degree or higher; or c) Meet a rigorous standard of quality as demonstrated through a State or local assessment. PTSD seeks candidates that are Highly Qualified and are willing to take on the duties of a paraprofessional. If the candidate is not Highly Qualified, then the district will not interview the candidate for the paraprofessional position. Each year, all paraprofessionals are offered to participate in Crisis Prevention Intervention (CPI) and CPI Applied Physical Training, CPR/AED training, and First Aid training. Throughout each school year the PTSD offers paraprofessionals the opportunity to attend a minimum of 20 hours of training provided by the district, WIU or PaTTAN in areas related to the needs of the students that they service. Paraprofessionals are provided with information on trainings and conferences offered through the WIU and PaTTAN each year. Administrators, special education teachers, and paraprofessionals are given the opportunity to provide their input on the type of training necessary to meet the needs of the students that they service. Evidence of Implementation: • Review of Paraprofessional Credentials for Highly Qualified status • Observations by building principal and assigned special education teacher

	• Agendas, sign-in sheets, and certifications of completion from professional development activities inside and outside of the district
	• Review of the annual log of professional activities completed during the course of the school year
Person Responsible	Gregory N. Karazsia, Director of Student Learning Supports
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1
# of Sessions	20
# of Participants Per Session	36
Provider	School District, Intermediate Unit, PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain a better understanding of the disabilities that students may be identified with and will be more knowledgeable when assigned to work with students with disabilities.
Research & Best Practices Base	PTSD consults with the Intermediate Units and PaTTAN, in addition to providing trainings by the PTSD staff. All trainings are created from research based resources and follow the best practices approach.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Offsite Conferences
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	For each year of the special education plan, the paraprofessionals will receive at least 20 hours of training in areas related to the needs of the students that they service. The Director of Student Learning Supports will monitor the paraprofessionals training hours on a quarterly basis throughout each year of the special education plan.

Reading

Description	The Penn-Trafford School District (PTSD) currently uses iRead, System 44, and READ 180 in all eight buildings (elementary (5), middle schools (2), high school (1)) for students with reading disabilities in grades K-12+. Prior to the start of

the school year and twice during the school year the general and special education teachers, special education instructional aides, and student learning assistants will be trained on each of the three programs.

In addition, the district implements our Reading series, Reading Wonders and Treasures from McGraw Hill, for grades K-6. By implementing on-site training with guided practice, workshops with joint planning periods, and conferences students will increase their reading skills in decoding, fluency, and comprehension resulting in increased proficiency on the PSSA in Reading.

Evidence of implementation:

- Student PSSA data

- Standardized student assessment data other than the PSSA

- Classroom assessment data

Person Responsible	Gregory N. Karazsia, Director of Student Learning Supports
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	3
# of Sessions	6
# of Participants Per Session	25
Provider	School District, IU, PaTTAN, for Profit Company
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	iRead helps students in K-2 close the literacy achievement gap before it begins with a personalized learning progression for every child, embedded assessment that ensures children are taught to mastery, the best thinking from cognitive science and gaming theory, technology that complements the teachers instruction, and an engaging environment.

System 44 Next Generation is a new foundational reading program for the most challenged readers in Grades 3–12+. System 44 is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in |

| | phonics, comprehension, and writing.

Read 180 Instructional materials are designed with the principles of Universal Design for Learning, to facilitate access to the curriculum for all students. A multisensory instructional approach allows for multiple means of representation of learning materials, multiple means for students to express their learning through words and writing, and multiple means of engagement including software, small group, whole group, and independent activities. Read 180 offers a wealth of resources for differentiating and adapting instruction based on student needs.

Reading Wonders program provides support for building a strong reading foundation, accessing complex text, finding and using text evidence, engaging in collaborative conversations, and writing to sources. |
|---|---|
| **Research & Best Practices Base** | The above programs are research-based and research-proven for students K-12+. The programs combine the best of cognitive science and research-based instructional practices with innovative technology to serve the needs of struggling readers. |
| **For classroom teachers, school counselors and education specialists** | Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners. |
| **For school or LEA administrators, and other educators seeking leadership roles** | 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.
Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results. |

Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities
Evaluation Methods	With the implementation of our current and new Reading series, the district will show an increase of 1% in PSSA scores for each year of the special education plan. When the PSSA reports are finalized and sent to the district, progress will be monitored each year of the special education plan.

Transition

Description	Penn-Trafford School District (PTSD) hold transition meetings starting in January for students with IEPs and 504s that are transitioning from 5th to 6th grade (elementary to middle school) and students transitioning from 8th to 9th grade (middle school to high school). Transition Early Intervention meetings are also held in February of each year for students transitioning from early intervention services to school age programming. Meetings are arranged by the WIU Early Intervention staff to ensure a smooth transition. The PTSD staff with parent permission then reevaluates children receiving early intervention services, and IEP meetings are then scheduled by the PTSD and held prior to the start of the next school year.

	Preschool staff and other agency personnel are invited to each meeting in order to ensure continuity in the services needed and available. Penn-Trafford School District (PTSD) has started Transition at age 12 for students with complex support needs. PTSD has contracted with numerous agencies and businesses, for example: Rehabilitation Center and Workshop (RCW); Goodwill Industries @ Redstone Highlands; William Penn Nursing Home; Sturm Plumbing; Eat n' Park; Energy Swing Windows; Richlin Imports; Westmoreland County Country Club; JB Bright Beginnings Child Care Center; Subway; St. Barbara's Parish; Clelian Heights Transition Program; Penn Area Library; Westmoreland County Blind Association; and De La Bee Art Studio. This allows our students to gain experience in and for job shadowing and work placement for age and skill appropriate students.
Person Responsible	Gregory N. Karazsia, Director of Student Learning Supports
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3
# of Sessions	7
# of Participants Per Session	16
Provider	School District, IU, PaTTAN
Provider Type	College or University
PDE Approved	Yes
Knowledge Gain	Transition trainings will continue to strengthen the teachers' understanding of writing effective transition IEPs and developing transition programs that are appropriate and meaningful for students with disabilities. Resources will be shared with families and community resources in order for the transition process to remain cohesive across settings.
Research & Best Practices Base	Teachers and staff will follow the process outlined during the Indicator 13 Trainings that are research-based and follow best practices when creating transition plans. The student interest surveys, transition surveys and questionnaires are based upon individual need and the resources provided by the PaTTAN and WIU.
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles

	Peer-to-peer lesson discussion
Evaluation Methods	For each year of the special education plan, students that are identified will increase post school employment by 2%. This will be monitored by post school surveys sent to students last known address for each year of the special education plan.

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).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer