

Portage Area SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

84 Mountain Ave  
 Portage, PA 15946  
 (814)736-9636  
 Superintendent: Eric Zelanko  
 Director of Special Education: Patrick Noel

## Planning Committee

Name	Role
Ralph Cecere	Administrator : Professional Education Special Education
Patrick Noel	Administrator : Professional Education Special Education
Christian Serenko	Administrator : Professional Education Special Education
Eric Zelanko	Administrator : Professional Education Special Education
Erik Thrower	Board Member : Special Education
Nicole Hunt	High School Teacher - Special Education : Special Education
Vivian Herman	Middle School Teacher - Regular Education : Professional Education Special Education
Scott Burda	Middle School Teacher - Special Education : Special Education
Nicole Panick	Parent : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 138

### *Identification Method*

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

The Portage Area School District has elected to use a discrepancy model in determining eligibility under the specific learning disability category. The discrepancy determination seeks to find significant differences between a child's intellectual ability and actual achievement in one or more of the eight academic areas (Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skill, Reading Fluency Skill, Reading Comprehension, Mathematics Calculation, Mathematics Problem-Solving).

As implemented in Portage, a rough statistical discrepancy of one standard deviation (usually about 15 standard score points) would be considered significant. However, mathematical rules are not strictly applied. Instead the assessment is conducted with careful consideration of the individual child's academic processing skills, learning patterns and response to instructional interventions. Classroom information, parent observations and individual test results are reviewed for evidence of discrepancies that might be contributing to academic frustration. The multidisciplinary evaluation team as to whether the child meets eligibility criteria under the specific learning disability category. A separate determination of need for intervention is also made as part of the evaluation process.

### *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>

Upon review of the most recent Special Education Data Report for the Portage Area School District, our district's overall percentage of students receiving special education was below the state percentage and is not significantly disproportionate. However, we did notice that the percentage of students identified with Specific Learning Disabilities was disproportionately higher than the state percentage. Given that PASD is a small district, the addition of a few newly identified students or "move in" students in a disability category may have a significant influence on our

percentages. Furthermore, over the past few years the number of students transitioning to kindergarten that are already receiving IU 8 early intervention services has grown significantly.

### *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. With regards to Section 1306 of the Public School Code, the Portage Area School District does not have any identified facilities naming the district as a host. If we were a host district, we would work with IU 08 staff and staff from the facility to promote and offer opportunities for education and inclusion within Portage Area School Programs.

2. With regards to Section 1306 of the Public School Code, the Portage Area School District is not a host entity. If we were a host district, we would have our Special Education Supervisors meet with educational staff from the facilities to make sure that all special education paperwork followed IDEA requirements and updates were scheduled as needed. We would also discuss educating students in the LRE and how the facility could promote more inclusion throughout the community and within the school district. We would work with IU 08 to promote inclusion within our public school system whenever possible for classes and activities.

3. No problems or barriers exist due to not having any identifiable facilities or students under the provision of Section 1306. If there was a facility, we would have Special Education Supervisors work with the facility and districts of residency to ensure that all paperwork is completed on a timely basis and that IEPs are being implemented for each student. We would not foresee any barriers.

### *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).

The Portage Area School District is not a host district since there are currently no facilities for incarcerated students within its geographic boundaries. If PASD has incarcerated students, the district will collaborate and cooperate with the host district and/or the Intermediate Unit that provides the educational services to ensure that students who may be eligible for special education are located, identified, evaluated, and have IEPs developed that are appropriate to meet their educational needs. PASD's special educational department/staff will ensure that the students' educational records are provided to the educating entity in a timely manner, participate in meetings and maintain special education records for all incarcerated students.

As per the compulsory education laws, all students under the age of 17 who are incarcerated in adult

facilities will be provided an appropriate educational program. Incarcerated students ages 17-21 who have not received a high school diploma and wish to continue their education will be provided the opportunity to do so.

### *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 Portage Area School District utilizes the knowledge and expertise of the members of each student's IEP team (including the parent/guardian) to collaborate and make decisions regarding the educational programs and services that are needed for each child. This includes the determination of where the services are provided to the student. First, The IEP teams review the students' present levels of academic achievement and functional performance. At this point the team will discuss the child's progress and identify current educational strengths and needs. Next, the team will determine appropriate goals/objectives to address the needs previously identified for the student. Then the IEP team will discuss and determine the specially designed instruction, program modifications and supplementary aids and services that the student will be required as part of the student's individualized education plan. Lastly, the IEP team will discuss and determine the appropriate educational placement in which the student will receive Special Education programs and services. The IEP teams always consider the regular education environment with supplementary aids and services before moving down the continuum to a more restrictive environment. If a student will not participate with students without disabilities in the regular education environment/class an explanation will be provided as part of the student's IEP.

#### **2.**

The goal of the Portage Area School District is to provide all special education supports and services to each identified student in the least restrictive environment to the maximum extent appropriate. The importance of the use of inclusionary practices continues to be a priority and is stressed within the district to help ensure that students are educated in the least restrictive

environment. Collaboration between the general and special education teachers is encouraged and supported by building administrators. District administrators and staff collaborate to determine scheduling practices and procedures that will support/promote inclusionary opportunities for students with disabilities. The district has implemented co-teaching practices and intervention services in the general education setting to promote educating students in the least restrictive environment.

The Portage Area School District provides professional development and training to staff that promotes the enhancement and expansion of the continuum of supports and/or services that will provide students with disabilities access to the general education curriculum and intervention programs/services in the least restrictive environment. The district's special education teachers have been trained in the use of the Supplementary Aids and Services Toolkit. This framework serves as a valuable resource for IEP teams when discussing the need for supplementary aids and services that may be included in student IEPs to help promote maximum integration in the general education classroom and curriculum. The chart below provides an example of the types of supplementary aides and services that are utilized in the district.

### **Service/Resource Description**

#### Collaborative:

Joint planning periods for teacher collaboration/consultation, opportunities for paraprofessional collaboration and professional development activities including co-teaching training and SAS training, home/school communication folders, co-teaching, special education department meetings, professional development related to collaboration, scheduled opportunities for parents and teachers to meet regarding student progress.

The District will continue these practices through the next three-year period (2018-2021) and, moreover, attempt to increase the collaborative participation between our Special Education and Regular Education staff to maximize inclusion of our students with special needs in all educational areas.

#### Instructional:

Modified curricular goals, text-to-speech software, enlarged texts/materials, modified tests/quizzes, change method of presentation, provide alternate ways for students to demonstrate learning, reading aloud and simplifying directions, use of Wilson Language System, use of computer/calculator, Braille writing device and sound amplification system, modified grading, scheduled breaks, one-to-one instruction, assistance in note taking, books on tape, use of a tape recorder, providing word banks, use of manipulatives, reading tests aloud, extra time for test taking, allowing oral responses for test taking.

The district will continue to provide these services and accommodations through the 2021 school year.

#### Physical:

Adaptive equipment, preferential seating arrangements, sound amplification systems and individualized classroom furniture, study carrels, adaptive

equipment, white boards.

The district will continue to provide these services through the 2021 school year.

Social-Behavioral:

Counseling support through ACRP, paraprofessionals, scheduled breaks, alternative (modified) discipline policy and individualized behavior support plans.

The district will continue to provide these services with ACRP through the 2021 school year.

The district continues to provide training to its staff that promotes the delivery of services, programs and supports in the general education environment. Examples of recent trainings include topics such as Leveled Literacy Intervention, Wilson Foundations Reading intervention and Effective Questioning/Depth of Knowledge Strategies. The district recognizes the need and importance of having students with disabilities participate in the general education curriculum. Additionally, the district continues to utilize a Co-Teaching model of instruction to provide students with disabilities a greater level of access to the general education environment and curriculum. The district has provided Co-Teaching training to regular and special education teachers at both the elementary and high school level. The district plans to continue to explore ways to expand/enhance this practice. At the elementary level, the district is continuing efforts to enhance the services to identify student needs and provide interventions through its RtII/MTSS process. Through this process, students receive supplementary supports and instruction that helps to promote integration in the regular education environment. Lastly, the district also employs paraprofessionals, who have been trained to assist students with individualized help in the general education classrooms.

The district utilizes a variety of site-based training, consultation, and technical assistance opportunities from PaTTAN and the local Intermediate Unit on an ongoing basis to keep abreast of best practices and/or to acquire knowledge about programs that have proven to be successful through research. Consultants from these agencies provide site-based training on professional education days for our staff, or as needed throughout the school year in order to continue to enhance our inclusive programming for students with disabilities. The district administration also attends training offered through the IU as well as PaTTAN. Professional Development opportunities for district staff are not limited to those offered through the IU and PaTTAN. Many public agencies such as Victims Services, Children and Youth Services as well as the District Attorney's Office have also provided valuable in-services to our district.

**3. T**

he state's Special Education Data Report from the 2016-2017 school year reflects that the Portage Area School District educated 70.7% of their special education students inside the regular education class 80% or more of the day. With this percentage, the district exceeded the SPP Target of 62.4% for this category. The district has demonstrated improvement in this category from the previous year when the percentage was at 63.1%. The district will continue to explore options that will promote the delivery of special education services within the general education environment to continue to meet the SPP Targets for this indicator. The district did not have percentages reported for the other two categories of Indicator 5 due to small group sizes.

## *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 Portage Area School District has an established Behavior Support Policy. The basis of this policy is to ensure that students with disabilities are educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. If a student exhibits a need for behavioral supports, the student's IEP team will convene to incorporate appropriate positive behavioral interventions, strategies and supports into the IEP to address the behavior(s) that are interfering with learning.

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

The Portage Area School District recognizes the importance of training staff in the use of positive behavior supports and de-escalation techniques. The district utilizes the Crisis Prevention Institute's Non-Violent Crisis Intervention Program to train its staff on verbal de-escalation techniques and physical control techniques. All special education personnel, including paraprofessionals, have been trained and certified through this program. Each year these individuals participate in a refresher workshop to maintain their certifications. All new special education staff members complete the initial 2-day training program. Additionally, all PASD staff have received training in De-escalation techniques provided by the local IU.

If a student would require immediate intervention due to engaging in behaviors that may cause harm to one's self or others, the district may utilize the following emergency procedures:

1. use of safe physical control techniques
2. Notifying parents/guardians to immediately remove the student from school
3. Notice to the police
4. Notice to mental health services
5. Calling emergency services and ambulance
6. Instituting mental health commitment procedures

The Portage Area School District has an established agreement with the Alternative Community

Resource Program (ACRP) to provide School Based Counseling Services to students that may need Behavioral Health Services. The goal of the Outpatient School Based Counseling is to increase the student's level of functioning within the school environment. The School Based Therapist may facilitate individual, group or family therapy within the school environment depending on the need of the student. Individual counseling may address behavioral issues that interfere with the student's learning within the school environment. Interventions utilized may assist in the prevention of peer relational problems, bullying, conflicts with authority figures, verbal and physical aggression.

### *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.**

Currently the district is not having difficulty ensuring a free appropriate public education (FAPE) for any students. However, if the district would be unable to provide FAPE for a student, the IEP teams would work collaboratively with various outside agencies to ensure FAPE is provided to our students. An interagency approach would be used to resolve and locate educational placements and services for the student. The school district would utilize the services of an Interagency Coordinator and/or School Social Worker, through Intermediate Unit 08, to assist student IEP teams on locating or determining an appropriate educational program for the student. Additionally, the district will request the involvement of the Children and Adolescent Service System Program (CASSP) to assist in helping to determine or access appropriate programs and services for hard to place students. Any recommendations/options regarding programs, services or placement is discussed and determined by the Individualized Education Plan team, in which parents are actively involved in the decision-making process. The team would analyze the educational program, benefits, and services at each placement. Once an appropriate placement is selected, the district will work collaboratively with the staff at the selected facility to ensure all necessary records and information regarding the student is provided in a timely manner to promote a successful transition. The district maintains close contact to ensure FAPE is being provided to the student. Additionally, the IEP team would look at the continuum of supports and services the district currently offers to determine if there are any gaps in the services causing the difficulty in providing FAPE.

**2.**

The Portage Area School District recognizes the importance of having a continuum of services available to meet the diverse educational, social, and behavioral needs of its students. Being that PASD is a small rural district, we work closely with neighboring school districts, the local intermediate unit, partial hospitalization programs, residential treatment facilities and licensed private academic schools to provide a continuum of supports and service to meet the needs of our students. The district currently operates a Jr./Sr. High Life Skills Support classroom to address the needs of our low incident populations. Additionally, as part of our continuum of services, we have established a successful partnership with a neighboring district, to provide Life Skills Support for students that fall outside of the age range of the Life Skills program within the district. The district has been successful utilizing various IU operated classrooms to provide Autistic Support, Emotional Support and Multiple Disabilities Support for PASD students.

**3.**

During the life of this plan, the district will continue to expand the continuum of services, supports and placements for our students with disabilities by continually monitoring the needs of our students and consistently re-evaluating our current programs, services and supports. PASD will continue to periodically review special education data in order to make informed decisions regarding the continuum of services, supports and placements for our student with disabilities. For example, the district has recognized that there has been a recent increase in the number of students that demonstrate a need for Emotional and Autistic Support services. Last year the district added an additional teacher to assist in meeting the needs of these students within the district. Additionally, the district is currently exploring the possibility of added a school social worker to assist students and families in accessing supports and services, including behavioral and mental health services.

### *Strengths and Highlights*

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

The Portage Area School District is committed to providing students with disabilities a Free and Appropriate Public Education. This commitment begins with the school board of directors allocating necessary resources to provide high quality programs for our students. The administration ensures staff are provided with high quality professional development to promote the use of educational best practices and teach all children effectively. All teachers in the district meet the requirements for "Highly Qualified." The special education and regular education teachers collaborate to determine

appropriate accommodations, modifications, and specially designed instruction to meet needs of students with disabilities. The entire school community works together to provide supports and services that promote an equal opportunity for participation, learning and success for all students. The District is committed to providing a continuum of services and placement options to meet the needs of students with disabilities. PASD's current special education department consists of 8 special education teachers, 1 speech/language pathologist, 10 paraprofessionals, school psychologist (part-time) and a Special Education Supervisor. These individuals work diligently to provide high quality programs and services to meet the educational needs of the district's students. Additionally, the district has established close working relationships and contractual agreements with neighboring districts, the Intermediate Unit, and private providers that assist the district with providing additional programs and services to meet our students' educational needs. These services include, but are not limited to, the following: Autistic Support, Hearing Impaired Support, Visually Impaired Support, Emotional Support, Multiple Disabilities Support, Transition Coordination, assistive technology, occupational therapy, physical therapy, orientation & mobility, and social work services. These programs and services are an asset to the students, staff, and administrators in the district.

PASD has an established child find system to locate, identify, and evaluate school age children who are thought to be eligible for special education. To promote public awareness of these activities the district utilizes local newspapers to post Annual Child Find Public Notices, places Child Find information on the district website and provides a parent information center in each building office. The district has recently revised and enhanced its pre-referral form and processes to further assist in helping to locate and identify students that may qualify for special education supports and services.

The district is continually working on ways to enhance the Response to Instruction and Intervention (RtII) framework that is currently in place. The intent of this framework is to provide well designed, proactive interventions for students with educational needs through data based models and systematic, research based supplemental instructional opportunities. This model provides the district the opportunity to remediate skill deficits successfully before students develop more significant learning problems, fail, or are determined eligible for special education services. It is the districts' belief that the RtII framework will also help to provide meaningful data in determining core instruction deficits and making data based instructional decisions for all students. Over the past three years the district has provided training to both, administrators, and teachers to effectively implement the Willson Foundations reading program and Leveled Literacy Intervention. These measures were done to enhance our core literacy instruction in Kindergarten through 3rd grade, and to serve as tier 2 and 3 interventions for our struggling readers. The district is currently exploring options for providing additional tier 3 services and programs for students with this level of need. District administration is currently working on scheduling options that will create more efficient and effective ways to provide supplemental or intervention based instruction in reading and math.

An important highlight of the special education program in the Portage Area School District is the dedication and commitment the special education teachers have for their students. They are actively committed to advocate for their students. These teachers work in earnest to collaborate with each other, general education teachers, community agencies, parents, and the students, in particular to

provide a strong, supportive educational foundation for each student. They understand that student success is connected to their ability to implement evidence-based instructional practices across all grade levels. This includes curricular and instructional procedures such as teaching basic and grade level skills in an explicit manner to all students, close monitoring of all students on a regular basis and the need to be flexible when scheduling and providing special education services and programs to students. They strive to support the district's goal of educating students with disabilities, to the maximum extent appropriate, with non-disabled peers, in the regular education environment. Data from the district's most recent Special Education Report (2016-17) is evidence of the district's continued efforts to educate students in the least restrictive environment. 70.7% of identified students in the district were educated inside the regular education class 80% or more of the day. This represents an 18.4% increase in this category over the past three years and exceeded the state average for the 2016-17 school year.

PASD recognizes the importance of the work/role paraprofessionals have in the operation of the district's special education program. These individuals provide support for individual students and support to groups of students in the regular and special education classrooms. All district paraprofessionals are highly qualified and have completed the Pennsylvania Special Education Paraprofessional Credential of Competency from the PA Bureau of Special Education. The district provides a minimum of 20 hours of professional development per year that covers a vast array of topics. The district is currently utilizing a combination of online and face-to-face training options. Planned training topics during the duration of this plan include, but are not limited to, Time & Task Management, Dealing with Student Behavior, Autism 101, the Foundation of Literacy, Non-Violent Crisis Intervention, and CPR/First Aid.

Portage Area SD provides a high school life skills program that offers a curriculum which blends academic, daily living, personal/social, and occupational/vocational skills into integrated lessons designed to enhance student ability to function independently in society. These functional skills provide the basis for self-sufficiency and facilitate transition from school to independent adult life. The goal of this program is to achieve maximum student independence through integrated community, domestic, recreational, and vocational activities taught within the school building and throughout the community. The strong community-based instructional component facilitates the generalization of academic and social skills into a natural community environment at a pace appropriate to the students' individual abilities and needs. The school provides structured opportunities for social and academic interaction between students with disabilities and their non-disabled peers to promote socialization, with participation in school and community events planned to promote inclusion to the highest degree possible. Parents work with educators to evaluate, plan and set goals for their children utilizing their unique perspective of these critical skills, ranging from basic survival and self-help skills, to higher level reading and math skills.

A final highlight is the district's recognition of the importance of the secondary transition process for students with disabilities. At age 14 (or before if appropriate), the transition process becomes an integral part of developing each student's educational plan. District staff have received training from our IU regarding the Effective Practices of Secondary Transition. Through this process, teachers have received training on developing student IEPs that contain appropriate transition assessments that yield valuable information in determining meaningful transition services and activities that will help the students to achieve their post-secondary goals. Also, the district has collaborated with our

local vocational & technical school to establish transition based programs and services that are now available to our students beginning in ninth grade. PASD provides its students with the opportunity to participate in the Practical Assessment Exploration System (PAES) located at the vocational school. PAES is a hands-on work development curriculum that is used in a classroom as a preliminary work site where students learn job and life skills, explore many work areas, and learn what types of jobs they are good at and enjoy. There are 5 component areas with over 260 job tasks in the following fields: construction/industrial, business/marketing, consumer/service, computer technology and processing/ production. All students to this point, that have started the PAES Lab, have successfully transitioned into one of the traditional/ regular vocational programs. Additionally, the district is currently exploring the option to become an approved vendor for the Office of Vocational Rehabilitation (OVR). As an approved vendor, PASD would have the ability to enhance its current level of involvement regarding the coordination and delivery of transition related services, such as, job shadowing and work based learning experiences.

# Assurances

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## Special Education Assurances

*No policies or procedures have been identified.*

## 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
Appalachia Youth Services	Other	Emotional/Learning Support	1
Forest Hills Elementary School	Neighboring School Districts	Life Skills	1
Cambria Heights Elementary School	Neighboring School Districts	Multiple Disabilities Support	1
Northern Cambria Elementary School	Neighboring School Districts	Autistic Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 31, 2015

*Reason for the proposed change:* Updating teacher caseloads for new school year

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.6
Locations:				
Portage Area High School (TK)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 17	5	0.2
Justification: The segments of this teacher's FTE is not 1.0 because .2 of the teacher's time is for gifted support services.				
Locations:				
Portage Area High School (TK)	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 31, 2015*Reason for the proposed change:* Updating teacher caseloads for new school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	13	0.8
Locations:				
Portage Area High School (EC)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	6	0.2
Locations:				
Portage Area High School (EC)	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2016*Reason for the proposed change:* Change of FTE to reflect additional type of support.

Reduced Supplemental LSS FTE from 1.0 to .07 and added .3 FTE to Itinerant AS.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	8	0.7
Justification: Age range waiver was completed for student that is outside of the allotted 4 year age span.				
Locations:				
Portage Area High School (JS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 19	3	0.3
Locations:				
Portage Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 31, 2015*Reason for the proposed change:* Update teacher caseloads for new school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.8
Locations:				
Portage Area Elementary School (AB)	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	11 to 12	5	0.2
Locations:				
Portage Area Elementary School (AB)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 31, 2015*Reason for the proposed change:* Update teacher caseloads for new school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.7
Locations:				
Portage Area Elementary School (TB)	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	9 to 10	7	0.3
Locations:				
Portage Area Elementary School (TB)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 31, 2015*Reason for the proposed change:* Updating teacher caseloads for new school year.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.7
Locations:				
Portage Area Elementary School (BB)	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	6 to 8	6	0.3
Locations:				
Portage Area Elementary School (BB)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	37	0.7
Justification: This is a speech and language position at the elementary school. The teacher provides services for students in grades k-6. The students receive speech services either individually or in age appropriate groups. This teacher's FTE is not 1.0 because the teacher has .1 of her time allocated for early intervention speech services.				
Locations:				
Portage Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 19	5	0.2
Justification: This is a speech and language position at the high school. The teacher provides services for students in grades 7-12. The students receive speech services either individually or in age appropriate groups.				
Locations:				
Portage Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 16, 2017*Reason for the proposed change:* The district does not currently have any students attending the IU08 Bridge program.

At the start of the 2017-18 school year, this SPL therapist began providing services to a PASD student in FH Elementary.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 11	1	0.03
Locations:				
Cambria Heights School District/Cambria Heights 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	Speech and Language Support	6 to 6	1	0.03
Locations:				
Forest Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #9

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 31, 2015

*Reason for the proposed change:* At the beginning of 2017-18 school year, this teacher was assigned a small segment of itinerant learning support students. The district dispersed the caseload of a part-time learning support teacher after her departure from the district during the 2016-17 school year.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 16	5	0.65
Justification: Autistic Support services are delivered in a one-on-one basis. Elementary and high school students receive these services in their respective buildings.				
Locations:				
Portage Area Elementary & High School (AB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 18	5	0.2
Justification: Emotional Support services are delivered on a one-on-one basis or in age appropriate small groups. Students receive this support in their respective buildings.				
Locations:				
Portage Area Elementary & High School (AB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	5	0.15
Locations:				
Portage Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #10

*Operator:* Intermediate Unit

#### PROGRAM DETAILS

*Type: Class*

*Implementation Date: January 16, 2017*

*Reason for the proposed change: The district does not currently have any students receiving vision services in the IU08 BRIDGE/Apartment program.*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 16	2	0.04
Locations:				
Portage Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 5	1	0.02
Locations:				
Portage Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11**

*Operator: Intermediate Unit*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: August 24, 2016*

*Reason for the proposed change: The student that receives this service is now in the jr./sr.high school.*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.02
Locations:				
Portage Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 17	1	0.04
Locations:				
Portage Area Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #12**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: August 31, 2015*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	0.4

Locations:				
Portage Area Jr./Sr. High School (NH)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.1
Justification: This teacher's FTE does not equal 1.0 because .5 of her time is allocated for regular education.				
Locations:				
Portage Area Jr./Sr. High School (NH)	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	1	0.25
Locations:				
Portage Area Elementary School (SR)	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	9 to 12	10	0.75
Locations:				
Portage Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	3	0.3
Locations:				
Portage Area School District/Portage Elementary (KC)	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 7	1	0.2
Justification: This teacher's FTE is not 1.0 because .5 of her time is allocated for regular education.				
Locations:				

Portage Area School District/ Portage Elementary (KC)	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #15***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 8	1	0.2
Locations:				
Northern Cambria Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 6	1	0.08
Locations:				
Forest Hills Elementary School (TD)	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Special Education Supervisor	All Buildings	0.9
Paraprofessional (BC)	High School	0.92
Paraprofessional (KC)	High School	1
Paraprofessional (KM)	Elementary School	0.6
Paraprofessional (JH)	Elementary School	0.85
Paraprofessional (GT)	Elementary School	0.77
Paraprofessional (JC)	Elementary	0.54
Paraprofessional (BP)	High School	1
Paraprofessional (GS)	FH Elementary	1
Paraprofessional (BB)	High School	0.91
Paraprofessional (AB)	High School	0.5

## Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
School Psychologist	Multiple LEA (School Districts or Charter Schools)	2 Days
Occupational Therapy	Intermediate Unit	14 Hours
Physical Therapy	Intermediate Unit	4 Hours
Social Work Services	Intermediate Unit	1 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>The Portage Area School District recognizes that students with Autism may have unique academic, social and behavioral needs. In order to facilitate inclusionary practices for students with Autism, the district will continue to provide ongoing professional development and training to enhance the teacher's knowledge and skills to promote the use of effective educational practices for students diagnosed with Autism Spectrum Disorder. These professional development opportunities may be provided through district level trainings, building level trainings and/or groups of specific teachers. IEP teams will continue to have the ability to request specific professional development trainings that will enhance the teacher's ability to effectively provide supplementary aids / services and specially designed instruction to students with Autism.</p> <p>The following information will provide evidence to indicate the action step has been implemented:</p> <ol style="list-style-type: none"> <li>1) Act 48 reporting logs, participant sign- in sheets and evaluation summaries.</li> <li>2) Agendas and handouts provided to attendees of the training.</li> <li>3) Documented increase in academic growth through progress monitoring data and/or academic performance data for students with Autism.</li> <li>4) Increase the LRE percentage for students with autism by 5% over the duration of the plan.</li> </ol>
<b>Person Responsible</b>	Pete Noel, Special Education Director; Christian Serenko, Elementary School Principal and Ralph Cecere, Jr./Sr. High School Principal
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	3

<b># of Participants Per Session</b>	78
<b>Provider</b>	Appalachia IU 08, School District, Private Provider
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p>

	Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Ongoing monitoring of academic, behavioral and social progress for students with Autism educated in the regular education environment.
<b>Evaluation Methods</b>	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 Classroom student assessment data Review of participant lesson plans Increase the LRE percentage for students with autism by 5% over the duration of the plan.

## Behavior Support

<b>Description</b>	<p>The Portage Area School District recognizes the importance of having quality behavioral supports available to meet the needs of all students within the district. These supports and services provide students with the necessary assistance required for them to participate within the general education environment to the maximum extent possible.</p> <p>PASD addresses behavioral supports from two perspectives. The first view focuses on supports at the building and classroom level. At this level, the district promotes the establishment of building rules that are to be implemented with fidelity by all staff. Additionally, the district encourages all teaching staff to develop effective classroom management systems that consist of clear expectations for students and incorporate positive techniques for the development, change and maintenance of student behavior. The second level targets supports and services for individual students. At this level,</p>
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	<p>the focus is on identifying individual student needs and providing specific interventions to address challenging or problematic behaviors. These behavior interventions may include a variety of techniques that are designed to develop and maintain skills that will enhance the student's opportunity for learning and build his/her level of independence, responsibility and sense of confidence.</p> <p>The district will continue to provide ongoing training for administrators, teachers and support staff in the area of behavioral supports. These trainings may include, but are not limited to, the following areas: effective classroom management strategies, verbal de-escalation techniques, functional behavioral assessments (FBAs), positive behavioral support plans (PBSP) and School Wide Positive Behavior Supports. These professional development opportunities may be provided through district level trainings, building level trainings and/or groups of specific teachers. IEP teams will continue to have the ability to request specific professional development training that will enhance the teachers' ability to effectively provide individualized supports/services for students with behavioral challenges.</p> <p>The following information will provide evidence to indicate the action step has been implemented:</p> <ol style="list-style-type: none"> <li>1) Act 48 reporting logs, participant sign- in sheets and evaluation summaries.</li> <li>2) Agendas and handouts provided to attendees of the trainings.</li> <li>3) Documentation of FBA, BSP through IEP goals and SDI</li> <li>4) Demonstrate a 5% decrease in the number of office discipline referrals for students over the duration of the plan.</li> </ol>
<b>Person Responsible</b>	Pete Noel, Special Education Director; Christian Serenko, Elementary School Principal and Ralph Cecere, Jr./Sr. High School Principal
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	Appalachia Intermediate Unit 8, PaTTAN, School District, Private Provider

<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>

	Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Demonstrate a 5% decrease in the number of office discipline referrals for students over the duration of the plan.

## Paraprofessional

<b>Description</b>	The Portage Area School District currently employs 10 special education paraprofessionals. All paraprofessionals are required to obtain “qualified” status, per 22 PA Code Chapter 14.105(a)(1)(iii). In the event that a paraprofessional has not completed at least 2 years of post-secondary study, possesses an associate degree (or higher) the district will require the paraprofessional to obtain qualified status by completing The Credential of Competency for Special Education Para-educators that is recommended by the Pennsylvania Department of Education, Bureau of Special Education. Paraprofessionals, which obtain qualified status based upon their completion of postsecondary education, are still encouraged by the district to complete
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	<p>the Credential of Competencies for paraprofessionals.</p> <p>Each year all paraprofessionals are required to participate in professional development activities during scheduled professional education days, or they are compensated for completing online trainings scheduled by the administration . Between these approaches, all paraprofessionals are provided with the required 20 hours of annual training. PASD believes that by providing the paraprofessionals with various trainings, in the area of special education, they will gain a better understanding of the various types of disabilities that children have and be more prepared to work in regular education classrooms, special education classrooms or with individual children. District administration collaborates with the paraprofessionals, as well as, the teaching staff to identify specific topics in which to provide professional development and training for each school year. Planned training topics for this planning period include, but are not limited to, the following: Instructional Activities, Student Assessment, Time &amp; Task Management, Dealing with Student Behavior, Autism 101 and The Foundation of Literacy. Additional topics, such as, CPR/First Aid and Non-Violent Crisis Intervention are provided annually.</p> <p>Evidence of Implementation:</p> <ol style="list-style-type: none"> <li>1. Maintain the highly qualified status of 100% for all paraprofessionals employed by the district.</li> <li>2. Documentation of the 20 hours of annual training for each year during the course of this plan.</li> <li>3. Certificates of Completion from web based paraprofessional training programs.</li> <li>4. Agendas\handouts from professional development activities.</li> <li>5. Observations, evaluations and/or feedback summaries of paraprofessionals.</li> <li>6. 100% of paraprofessionals will receive training to support students in the least restrictive environment each year of the plan.</li> </ol>
<b>Person Responsible</b>	Pete Noel, Special Education Director; Christian Serenko, Elementary Principal; Ralph Cecere, Jr./Sr. High School Principal
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	10
<b>Provider</b>	School District, Appalachia IU 8, PaTTAN, Private Provider
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p>
<b>Participant Roles</b>	Paraprofessional

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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 Conduct feedback surveys
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Participant survey 100% of paraprofessionals will receive training to support students in the least restrictive environment each year of the plan.

## Reading NCLB #1

<b>Description</b>	<p>The Portage Area School District embraces the educational research, in the area of reading, which has repeatedly demonstrated the importance of initial instruction that includes the five critical components of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. To maximize instructional effectiveness, these five critical components need to be taught explicitly within classrooms that are strongly positive and engaging, use writing activities to support literacy, and provide students with many opportunities to read interesting text and complete authentic reading and writing assignments.</p> <p>In efforts to close the achievement gap for students and promote the use of research based educational practices, PASD will continue to provide professional development and training for its staff in the area of reading. The focus of these trainings will be to provide teachers with essential knowledge and skills that will assist them in providing high quality instruction and interventions that are clear, deliberate and carefully planned to meet the identified needs of all students.</p> <p>The following information will provide evidence to indicate the action step has</p>
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	<p>been implemented:</p> <ol style="list-style-type: none"> <li>1) Act 48 reporting logs, participant sign- in sheets and evaluation summaries.</li> <li>2) Agendas and handouts provided to attendees of the trainings.</li> <li>3) Documented increase in academic growth through progress monitoring data and/or academic performance data.</li> <li>4) Using PVAAS data, demonstrate a 5% increase in the number of students showing academic growth in the area of reading over the duration of the plan.</li> </ol>
<b>Person Responsible</b>	Pete Noel, Director of Special Education; Christian Serenko, Elementary School Principal; Ralph Cecere, High School Principal
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	50
<b>Provider</b>	school, IU or private provider
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA</b>	Provides the knowledge and skills to think and plan strategically,

<b>administrators, and other educators seeking leadership roles</b>	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation  School Whole Group Presentation  Live Webinar  Online-Asynchronous  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  Paraprofessional  Other educational specialists  Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers  Creating lessons to meet varied student learning styles  Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data  Standardized student assessment data other than the PSSA  Classroom student assessment data  Review of participant lesson plans  Using PVAAS data, demonstrate a 5% increase in the number of</p>

	students showing academic growth in the area of reading over the duration of the plan.
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## Transition

<p><b>Description</b></p>	<p>PASD recognizes that the transition from high school to young adulthood is a critical stage for all students. This transition process, for students with disabilities, can be even more challenging. Some of the research in this area has indicated that over 30% of students with disabilities drop out of high school and that only 13% of students with disabilities (compared to 53% of students in the general population) have attended a 4-year post-secondary school program within two years of leaving high school.</p> <p>From age 14 (or before if determined necessary by the IEP team), transition planning is an integral component of each student’s IEP. The PASD transition coordinator works collaboratively with students, parents and outside agency personnel to develop a coordinated set of services and activities that will assist the students in meeting their desired post-secondary goals relating to education and training, employment and independent living. IEP team members are encouraged to discuss the post- secondary goals of each student, which in turn, drives the educational planning and programming for the student. Services and activities for students may include, but are not limited to the following: opportunity to visit community colleges, universities or technical schools, job shadowing, vocational work assessments, establishing connections with outside agencies (i.e. OVR), writing cover letters/resumes, participating in mock interviews and activities to provide information about voter registration, obtaining a driver’s license or photo ID, registering for selective services.</p> <p>In order to promote or facilitate quality Transition Planning for students with disabilities, the district will continue to provide ongoing professional development and training to enhance the teacher's knowledge and skills in this area. Focus areas for training will be linked to the State Performance Plan Indicators relating to transition services.</p> <p>The following information will provide evidence to indicate the action step has been implemented:</p> <ol style="list-style-type: none"> <li>1) Act 48 reporting logs, participant sign- in sheets and evaluation summaries.</li> </ol>
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	<p>2) Agendas and handouts provided to attendees of the trainings.</p> <p>3) 100% compliance (as assessed with Indicator 13 rubric/checklist) on randomly selected IEPs each year during this plan.</p> <p>4) Demonstrate a 5% increase in the number of students participating in post-secondary schooling and/or employment over the duration of the plan.</p>
<b>Person Responsible</b>	Pete Noel, Director of Special Education; Ralph Cecere, High School Principal
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	5
<b>Provider</b>	IU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>monitoring of student transition services, activities and/or portfolios</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Demonstrate a 5% increase in the number of students participating in post-secondary schooling and/or employment over the duration of the plan.</p>

# Special Education Affirmations

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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*

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*Board President*

**Affirmed by Eric Zelanko on 9/25/2017**

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*Superintendent/Chief Executive Officer*