

Smethport Area SD
Special Education Plan Report
07/01/2019 - 06/30/2022

****Submitted for Public Review 3/14/2019.**

****Caseload data has been removed to protect the confidentiality of those students with disabilities that are referred to in this plan.**

District Profile

Demographics

414 S Mechanic St
 Smethport, PA 16749
 (814)887-5543
 Superintendent: David London
 Director of Special Education: Julia Anderson

Planning Committee

Name	Role
David London	Administrator : Professional Education Special Education Schoolwide Plan
Kelly O. Davis	Board Member : Professional Education Special Education
Brian Lawson	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Kelly Tarbox	Elementary School Teacher - Regular Education : Professional Education Special Education
Angela Jeffers	Elementary School Teacher - Special Education : Special Education
Ronda Wian	High School Teacher - Regular Education : Special Education
Barb Transue	High School Teacher - Special Education : Special Education
Sue Wertz	Parent : Professional Education Special Education
Brooke Wolosewicz	Parent : Professional Education Special Education
Kellie Yingling	Parent : Professional Education Special Education
Julia Anderson	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 144

Identification Method

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

Child Find Process:

The Smethport Area School District provides a proactive approach in identifying students who may be struggling academically, socially and/or behaviorally. Teachers utilize a variety of interventions in the classrooms in addition to recommending students for the Reading Recovery Program run through the Title I School-based Program in the elementary school. The school district has also implemented a pre-referral process referred to as the School-Wide Analysis Team (SWAT). This process is to be completed prior to a student being referred to the school psychologist for an evaluation. This process allows for teachers to meet with the core team (school counselor, grade-level teachers, nurse, and principal) to discuss specific student concerns prior to referring a student for an evaluation. It allows the concerned teacher to gather information about the student concerns, document strategies and interventions used, and collect data on the concerned areas whether they are academic, social, behavioral and/or physical. Once the team meets and reviews the information presented, the team will develop an action plan to implement over a given time frame, typically 30 days. The team will reconvene to analyze data and develop the next implementation steps. If through the pre-referral process, it is determined that a student needs a higher level of support, the information collected from the teacher and rest of the team will be shared with the school psychologist and parent. A Permission to Evaluate (PTE) will then be sent to the parent in addition to a phone call addressing the concerns as stated in the PTE. Once the PTE is signed, information is then collected by the school psychologist from the regular education teachers. This information includes readiness assessments, classroom assessments, behavioral rating scales (if necessary), PSSA/Keystone results and Study Island benchmarks. Based on the review of collected information and evaluation completed by the school psychologist, assessments are completed and an evaluation meeting is held to determine if a student qualifies for a disability in accordance with IDEA and Chapter 14 regulations.

Psychological Services

The school psychologist serves on a variety of school district teams when needed; Student Assistance Program-SAP (a program for students who may have serious issues regarding

drug/alcohol or mental health issues), Safety Care Team (certified and trained in physical restraint and de-escalation) and a crisis response team (team dealing with an emergency crisis within the school setting). The school psychologist also conducts multidisciplinary evaluations for potential identification of students who may have a disability requiring interventions through an Individualized Education Program (IEP, Chapter 14), Student Service Agreement (504, Chapter 15), or Gifted Individualized Education Plan (GIEP, Chapter 16). The formal involvement of the school psychologist does require parental consent.

Multidisciplinary Evaluation

The multidisciplinary evaluation is used to determine if a student has a disability or exceptionality and is in need of specially designed instruction in the educational setting. Information is gathered and examined by a team made up of parent/guardian, teachers, administrator and any other agency/resource personnel involved in the student's life. The team then determines with the information gathered whether to recommend services in any of the following areas:

- Autism
- Traumatic Brain Injury
- Visual Impairment (including Blindness)
- Other Health Impairment
- Hearing Impairment
- Orthopedic Impairment
- Speech and Language Impairment
- Emotional Disturbance
- Specific Learning Disability
- Intellectual Disability
- Multiple Disability
- Deaf-Blindness
- Deafness
- Gifted Support

Specific Learning Disability:

The Smethport Area School District uses the severe discrepancy model to identify students with specific learning disabilities. The District has established and implemented procedures to identify, locate, and evaluate all children. The School Psychologist complies with IDEA and Chapter 14 regulations and the criteria for determining a student with a Specific Learning Disability.

When a need is determined, the Evaluation Report (ER) is developed by the school psychologist, an MDT meeting is scheduled, and invitations are sent to the student's parents or guardians and other required participants. The team considers the information in the context of two inclusionary and two exclusionary considerations. The two inclusionary considerations are (1) Failure to meet age-grade level state standards in one of eight areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving; and (2) A discrepancy pattern of strengths and

weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement. Exclusionary considerations are (1) Rule out vision, hearing or intellectual disability, emotional disturbance, cultural and/or environmental issues and limited English proficiency; and (2) Rule out lack of instruction by documenting appropriate instruction by qualified personnel and repeated assessments.

Parent Request for an Evaluation:

It should be noted that a parent has the right to request an evaluation at any time. When this occurs, the parent is provided the "Permission to Evaluate-Evaluation Request Form" which when returned is followed by the "Consent to Evaluate" form detailing the evaluation process and the assessments being used. When the evaluation consent form is signed and returned to the district, the evaluation timeline process commences; 60 calendar days (excluding summers) to complete the evaluation and conduct the evaluation meeting.

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>

Disability Groups:

In reviewing significant disproportionality under the Race/Ethnicity component of the 2017-2018 Special Education Data Report, the Smethport Area School District is below the state threshold. In regards to Special Education Enrollment, there is not a significant disproportionality; however, there are areas of a slight higher percentage rate in certain disability categories. The Smethport Area School District has experienced a slight increase in students identified as Other Health Impairment (LEA 17.2%, State 15.7%; compared to 2016-2017, a 2.7% increase) and Speech and Language Impairment (LEA 13.8%, State 14.5%; only a .8% increase since the 2016-2017 report). The Smethport Area School District experienced a decrease in identification of Specific Learning Disability compared to the previous year (LEA 49%-2017-2018; LEA 52.9%-2016-2017). The Smethport Area School District ensures that all assessments and evaluation materials shall be selected and administered so as not to be discriminatory. When necessary, assessments and evaluations shall be administered in a language and form most likely to provide accurate data in regards to the student.

In addition to the 2017-2018 Special Education Data Report, a cyclical monitoring audit was conducted by the Bureau of Special Education during the week of March 6, 2017. This audit did not reveal any significant disproportionalities with regard to enrollment.

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?

Host District Obligation for PA School Code Section 1306:

There are no facilities for non-resident students other than the McKean County Prison that currently exist in the boundaries of the Smethport Area School District. However, the district does provide Special Education Services to students with disabilities whose parents are not residents of the Smethport Area School District and are placed in foster homes within the boundaries of the district.

Education Obligation:

For any non-resident students, the Smethport Area School District reviews educational records provided upon enrollment to assure the continued provisions of IDEA and Chapter 14 regulations. The guardian/parent and the district of residency is provided all Special Education notices and are invited to the annual Individualized Education Program (IEP), Evaluation (ER), and/or Re-evaluation (RER) meeting.

Barriers:

Due to the rural location of the Smethport Area School District, there are limited outside placement/educational opportunities for students with severe disabilities. Therefore, students with moderate to profound disabilities are accommodated in each regular school building. Staff have been provided many training opportunities through the school district and local intermediate unit to effectively address these students' needs. However, when a student is not being successful with the adaptations and accommodations put into place in the regular school building, students then have to travel outside of the district so that the district is still meeting their obligations of FAPE.

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).

Incarcerated Students:

The McKean County Prison is located in the boundaries of the Smethport Area School District. The warden forwards weekly reports to the school district administrative offices listing all persons under 21 incarcerated in this facility. The Director of Special Education reviews this information and serves as the prison liaison. The Director of Special Education is also notified by the districts of residence when they become aware of an incarcerated student. The Smethport Area School District requests special education records and provides services for students detained in the McKean County Prison. The McKean County probation officers also provide timely feedback to ensure FAPE in accordance with basic education circular guidelines. Child Find Annual Public Notice is posted at the jail.

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.

Smethport Area School District's Process to Assure Least Restrictive Environment (LRE):

The Smethport Area School District maintains a strong commitment to serving students with disabilities in the regular education environment. The district ensures, *to the maximum extent appropriate*, that children with disabilities are educated with their non-disabled peers and that removal from the regular education environment only occurs when education in that setting with supplementary aides and services does not lead to progress for the student. When considering a more restrictive environment, the IEP team convenes, reviews data, interventions and strategies, and determines the most appropriate educational placement for that student.

The Smethport Area School District provides a proactive approach to work with all students in the least restrictive educational environment. The pre-referral systems contain elements of the Pennsylvania Response to Intervention and Instruction (RTII) framework, including universal access to quality, standards-aligned core instruction, relational support, and data-based decision making. Data is used to guide instruction, eligibility processes, and school improvement efforts.

Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility and need require review by a multi-disciplinary team. Supplementary aids and services are given first priority before

consideration of more restrictive placement options. It is critical to note that a student's educational placement is based on the student's need. Only after a review of supplementary aids and services are discussed is the need for specially designed instruction considered for the student.

PDE and District Trainings and Opportunities focusing on Best Practices and Evidenced-Based Research:

The Smethport Area School District utilizes the Seneca Highlands Intermediate Unit Nine's TaC team (Technical Assistance Consultants) to provide consultation and relevant training. Staff have access to a full range of ongoing professional development targeting data collection and analysis, alternative assessments, evidence-based practices, differentiated instruction, co-teaching, autism, positive behavior support, progress monitoring, special education paraprofessional competencies, curricular adaptations and modifications, and writing legally defensible IEPs. The trainings are delivered through both the intermediate unit and the district throughout the year during the summer months and in-service days. Staff is also able to access on-line webinars and training sessions made available through the Pennsylvania Technical Training Assistance Network (PaTTAN). Trainings have included a full range of on-going professional development opportunities targeting alternative assessments, Standard Aligned Systems (SAS), new teacher evaluation tool, special education paraprofessional competencies, curriculum adaptations and modifications, assistive technology, behavior management, transition, parent engagement, etc.

SPP Targets and LRE Requirements:

Due to the location of the Smethport Area School District, there are limited outside placement opportunities for students with severe disabilities. Consequently, students with moderate to severe disabilities are provided education in the regular school buildings. The Smethport Area School District does offer several Inclusion Support opportunities; however, these classrooms do not always meet the needs of our students with severe disabilities. Because of the severe nature of respective needs, there is a relatively higher degree of students requiring small group instruction in the special education classrooms, when compared to less severely disabled students in the Smethport Area School District. All students with disabilities are with their non-disabled peers in a variety of elective classes, sports and extra-curricular and non-academic activities. Some students do attend educational programs outside of the school district if their academic and behavioral needs are not being met. In addition to students attending outside programs, we also have several students participating in the Community Based Vocational Instruction Program which enables the opportunity for students to participate in community based educational activities. The opportunities are important components to the life skills curriculum and focuses on career and job opportunities which is essential for success after graduation. These types of activities and programs, remove students from the regular education classroom affecting the time spent in regular education.

These factors and barriers do affect our Indicator 5: Educational Environment Score. However, the data from the 2017-2018 report state that the Smethport Area School District has met the SPP Target for "Special Education Inside the Regular Class 80% or More" LEA 78.6%, State 62.0, an increase of 6.2% compared to the 2016-2017 report. Additional data will continue to be collected so that each year we can analyze our need and make necessary changes.

Pennsylvania Department of Education needs to assure that students are being provided education in their least restrictive environment to ***"the maximum extent appropriate"***

. Below indicates how the Smethport Area School District (SASD) compares to state target for the inclusion of students with disabilities in the regular education environment according to 2016, 2017 and 2018 data (December 1st Child Account data).

SASD students with disabilities in regular education classes for *more than 80% of the day* in 2016-
SASD 72.4%

and **Pennsylvania target 62.4%**

. **More students are included than the State Average/Target.**

SASD students with disabilities in regular education classes for *more than 80% of the day* in 2017-
SASD 78.6%

and **Pennsylvania 62.0%**.

More students are included than the State Average/Target

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In both years, we were *more than* the State Target/Average; in addition, we **increased** the amount of students attending the regular education setting more than 80% of the day by **6.2%** comparing 2016 and 2017 Child Accounting Data.

*Upon analysis of the December 1, 2018 Child Account Report, the Smethport Area School District reported **85.61%**

of SASD students with disabilities in **regular education classes for more than 80% of the day**

. This is an **increase**

of **7.01%**

from the 2017 Data Report. The Smethport Area School District shows a steady increase in students with disabilities participating more than 80% of the day in the regular education classroom.

SASD students with disabilities in regular education classes *less than 40% of the day* in 2016-**SASD 3.57%**

and **Pennsylvania target 9.0%**

. **Less than the State Target/Average.**

SASD students with disabilities in regular education classes *less than 40% of the day* in 2017-**SASD 1.41%**

and **Pennsylvania target 9.3%**

. **Less than the State Average**

In both years, we were *less than* the State Target/Average; in addition, we **decreased** the amount of students attending the regular education setting **less than 40% of the day** by **2.43%**

comparing 2016 and 2017 Child Accounting Data. This data shows that more students with disabilities are attending and participating more frequently in the regular education classroom.

*Upon analysis of the December 1, 2018 Child Account Report, the Smethport Area School District reported **0.72%** of **SASD students with disabilities in regular education classes less than 40% of the day**. This is a **decrease** of **0.69%** in comparison to the 2017 Data Report. The Smethport Area School District shows a steady **decrease** in SASD students with disabilities in regular education classes less than 40% of the day.

SASD students with disabilities in *Other Settings* in 2016-**SASD 5.00%** and **Pennsylvania target 4.9%**. **More than State Average**

SASD students with disabilities in *Other Settings* in 2017-**SASD 2.11%** and **Pennsylvania target 4.9%**. **Less than State Average**

In comparing the 2016 and 2017 data, the SASD has **decreased** the percentage of students in *Other Settings* by **2.89%**.

The Smethport Area School District began the implementation of the Smethport Elementary Emotional Support classroom at the beginning of the 2017-2018 school year which has allowed students to stay in their home district and receive needed emotional and behavioral supports.

After reviewing this data, the Smethport Area School District has explored many ways to increase time students with disabilities are included in the regular education classes and the regular education environment. Current practices of the Smethport Area School District:

1. The district has increased the number of inclusion classes enabling students with moderate disabilities to be included in core academic subjects.
2. Teachers discuss upcoming re-evaluations with the IEP team to determine student's progress and current placement.
3. Smethport Area School District employees have been trained on de-escalation strategies and the importance of safe crisis management (Safety Care).
4. The Smethport Area School District has begun working with the Guidance Center and the Student Assistance Referral Program to offer more in-house mental health services (counseling).
5. The Smethport Area School District provides Life Skills Support, Learning Support and Emotional Support at the elementary level and Life Skills Support and Learning Support at the high school level.
6. The Smethport Area School District has begun the process to implement School-wide Positive Behavior Intervention Supports. SWPBIS will begin implementation during the 2019-2020 school year at the elementary school.

The district will begin to explore additional ways to educate students more frequently with their

non-disabled peers and in their own district. There will continue to be a professional development needs survey that will be completed each year in addition to additional meetings held with special education staff to explore adaptations, accommodations, ideas and strategies that can be utilized in classrooms for student success.

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.

Smethport Area School District Behavioral Supports:

Our District is committed to supporting students with behavioral needs in the least restrictive environment. As part of that commitment, our staff members receive ongoing training that addresses positive behavior supports, de-escalation techniques, and school-based behavioral health. The Smethport Area School District has four on-site certified Safety Care trainers in order to ensure that staff members are equipped to manage crisis situations. The following staff are trained and certified in Safety Care: para-professionals, personal care aides, special education teachers, counselors, Special Education Secretary, Director of Special Education, and Elementary Principal.

The teaching of school-wide expectations is prevalent in the District. Teachers review the student handbooks on the onset of each year which focuses on appropriate behaviors and school rules. These rules and expectations are reinforced throughout the school year at all building levels. The Smethport Area School District is going to begin the implementation of School-Wide Positive Behavior Intervention Supports (SWPBIS) during the 2019-2020 school year. The district has been working with the Seneca Highlands Intermediate Unit Nine during the 2018-2019 to begin developing the program at the elementary level as well as the high school level (implementation during the 2020-2021 school year).

Our staff members also make every effort to work closely with behavioral health agencies and parents to ensure continuity and fidelity of services. The District has four on-site Safety Care instructors who provide staff trainers related to de-escalation and emergency safety physical intervention techniques. The district also utilizes the behavioral consultant through the Seneca Highlands Intermediate Unit Nine for consultation and support.

District Policy:

The Smethport Area School District updates its policies based upon recommendation by the Pennsylvania School Boards Association (PSBA). District Board Policy #113.2 focus specifically on positive techniques for change and maintenance of behaviors. If a Positive Behavior Support Plan

(PBSP) is needed, members of the IEP team base that plan on a Functional Behavior Assessment (FBA) that is conducted by the school psychologist. The team uses input and data collected along with professional expertise and knowledge, from classroom teachers, the school psychologist, guidance counselors, behavioral health providers, and parents to develop the positive behavior support plan and strategies to include in the students PBSP. The Smethport Area School District focuses on positive reinforcement rather than negative or aversive techniques and ensures that students are free from the unreasonable use of restraints. Additionally, the use of restraints is a measure of last resort when a clear and present danger occurs. Furthermore, district policy prohibits the use of prone restraints and seclusion.

Goals for Behavioral Supports:

Over course of the current plan, we hope to continue to reduce the need for outside of district placements for students with significant behavioral concerns as well as the need for PBSPs. We also project that the frequency of restraints will decrease, as will the number of out of school suspensions for students with IEPs due to the implementation of SWPBIS as well as collaboration between grade levels and the development of consistent classroom management. However, due to the nature of students behavioral needs and our relatively small student population, these projections are subject to fluctuation.

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.

Ensuring a Free and Appropriate Publication Education for ALL students:

The Smethport Area School District ensures all students, including those that are hard to place or who have low incident disabilities, receive services promptly in the least restrictive environment. When there is a need, the district consults with the Seneca Highlands Intermediate Unit Nine Autism Consultant, Behavioral Specialist and outside agencies to receive additional supports and trainings to accommodate student needs. In addition, the district will make referrals to the McKean County Mental Health providers, collaborate with local wrap around agencies, and participate in interagency meetings. The district utilizes trained individuals and collaborates with outside agency supports to assure all individual providers are working consistently and collaboratively in the student's best interest.

There are limited outside placement opportunities for Smethport Area School District students. Therefore, it is imperative to utilize outside agency supports and parent engagement to support students and families. Although interventions for some students are extremely comprehensive and complex, student success depends on everyone working together in the best interest of the student. All placements, including those

in programs outside the district, are based on identified student needs.

Educational Gaps

The Smethport Area School District offers all programs for students with disabilities in the regular school environment. At times, it is essential to have private space and larger areas in order to accommodate students with specific and/or complex needs. When the need arises, the Smethport Area School District accommodates students and finds the needed areas/environments within the school building to meet the student's needs whether it be academic, behavioral or medical.

The entire region serving the Intermediate Unit Nine struggles with trying to meet the needs of older students with conduct disorders and serious emotional disturbances. The district does utilize the Intermediate Unit Nine's Intensive Outpatient programs in a nearby district as well as an Alternative Education Program (AEDY) through a nearby private school. These programs have been successful for many students; however, it is always the goal of the district to return students to their own district and be included with their non-disabled peers once they have shown progress and success in these programs.

Expansion of Services

Due to the rural and financial challenges of both the district and families, the Smethport School District is working with a local outside agency to help deliver counseling and limited mental health services to students in need through the Students Assistance Program (SAP). The school counselors also work with outside agencies and Children and Youth Services as well as probation to assist in delivering needed services to students related to referrals, truancy, mental health, drug and alcohol, etc. The district will continue to explore needed supports, services and interventions to help students be successful academically, behaviorally and emotionally. The Smethport Area School District is working on adding additional supports (counselor or social worker) to assist in providing needed mental health supports and services. Grants have been completed as well as discussions and collaboration with the Seneca Highlands Intermediate Unit Nine.

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

Facility Name	Facility Type	Services Provided By	Student Count
McKean County Jail	Incarcerated	Smethport Area School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Beacon Light Behavioral Health Systems-Custer City Licensed Private School	Other	Emotional Support	
Gunzburger-Intensive Outpatient Program	Other	Emotional Support	

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 22, 2018

Reason for the proposed change: Student transferred in to district and was in need of Emotional Support. Emotional Support was able to be provided in the Learning Support environment.

Updating Special Education Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 19		
Justification: Learning Support classes and Inclusion classes take place at different times during the day.				
Locations:				
Smethport Junior Senior 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13		
Justification: Learning Support classes and Inclusion classes take place at different times during the day.				
Locations:				
Smethport Junior-Senior 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	Emotional Support	18 to 18		
Locations:				
Smethport Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 22, 2018

Reason for the proposed change: Updating Special Education Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15		
Locations:				
Smethport Junior Senior 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14		
Locations:				
Smethport Junior Senior 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 13		
Locations:				
Smethport Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 22, 2018

Reason for the proposed change: Updating Special Education Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14		
Locations:				
Smethport Junior Senior 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	Learning Support	12 to 18		
Justification: Students' schedules are varied so that age variance is not more than 4 years.				
Locations:				
Smethport Junior Senior 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
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Itinerant	Emotional Support	12 to 15		
Locations:				
Smethport Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 23, 2017*Reason for the proposed change:* Update to Special Education Plan Profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13		
Locations:				
Smethport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 23, 2017*Reason for the proposed change:* Updating classroom program. Adding Emotional Support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12		
Justification: Students will be in the classroom at different times. Aide support will be available. It will not affect their goals or objectives of their IEP.				
Locations:				
Smethport 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 6		
Justification: Students will be in the classroom at different times. Aide support will be available. It will not affect their goals or objectives of their IEP.				
Locations:				
Smethport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2018*Reason for the proposed change:* Updating Special Education Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11		
Justification: Due to schedule variance, students will not be educated in the classroom at the same time. The teachers goes into the inclusion classroom and works with students at different times throughout the day. Students will be able to make progress on their IEP goals; the age variance will not affect progress or amount of instruction.				
Locations:				
Smethport 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7		
Locations:				
Smethport 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:* July 1, 2015*Reason for the proposed change:* Updating Special Education Plan Report**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12		
Justification: Scheduling eliminates overlap.				
Locations:				
Smethport 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	13 to 17		
Justification: Scheduling eliminates overlap.				
Locations:				
Smethport Junior Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 22, 2018*Reason for the proposed change:* Updating Special Education Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Life Skills Support	10 to 12		

but More Than 20%)				
Justification: Scheduling options will be used to minimize or completely eliminate overlap in students with such an age variance attending the classroom at the same time. The variance will not impact meaningful progress and the IEPs will include parent notification. The small number of students will make the variance insignificant.				
Locations:				
Smethport 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	Learning Support	9 to 11		
Justification: Scheduling options will be used to minimize or completely eliminate overlap in students with such an age variance attending the classroom at the same time. The variance will not impact meaningful progress and the IEPs will include parent notification. The small number of students will make the variance insignificant.				
Locations:				
Smethport 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	Learning Support	9 to 9		
Locations:				
Smethport Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 22, 2018

Reason for the proposed change: Updating Special Education Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 18		
Justification: Age variance is documented in IEPs, scheduling minimizes overlap, and progress toward goals is not impeded.				
Locations:				
Smethport Junior Senior 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	Life Skills Support	18 to 18		
Locations:				
Smethport Area Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Personal Care Aide	Smethport Elementary School	1
Personal Care Aide	Smethport Elementary School	1
Personal Care Aide	Smethport Elementary School	1
Personal Care Aide	Smethport Elementary School	1
Personal Care Aide	Smethport Junior-Senior High School	1
Personal Care Aide	Smethport Junior-Senior High School	1
Director of Special Education	Smethport Area School District	1
Speech and Language Therapist	Smethport Area School District	1
Life Skills Support Teacher	Smethport Elementary School	1
Life Skills Support Teacher	Smethport Junior-Senior High School	1
Learning Support Teacher	Smethport Elementary School	1
Learning Support Teacher	Smethport Elementary School	1
Emotional Support Teacher	Smethport Elementary School	1
Learning Support Teacher	Smethport Junior-Senior High School	1
Learning Support Teacher	Smethport Junior-Senior High School	1
Learning Support Teacher	Smethport Junior-Senior High School	1
Learning Support Teacher	Smethport Junior-Senior High School	1
Personal Care Aide	Smethport Junior Senior High School	1
Personal Care Aide	Beacon Light Behavioral Health-Custer City	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Beacon Light Custer City Licensed Private School Emotional Support Services	Outside Contractor	5 Days
Care for Children: Therapy Services (Occupational, Physical and Speech Services)	Outside Contractor	3 Days
Community Based Vocational Instruction Coordinator	Intermediate Unit	1 Days
Transition Coordinator	Intermediate Unit	1 Hours
Intensive Outpatient-Emotional Support Services	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	2 Days

District Level Plan

Special Education Personnel Development

Autism

<p>Description</p>	<p>Training and consultation is provided for specific students based on referrals with parent consent from district administration. Services from the TaC staff have been provided to assist with any needs identified for students with Autism Spectrum Disorders.</p> <p><u>Ongoing Professional Development for Staff:</u></p> <p>To increase the skill level for professional staff, related service providers and paraeducators working with students identified with Autism Spectrum Disorders in K-12. The following trainings and on-going professional development will include:</p> <ul style="list-style-type: none"> • Implementation of Applied Behavioral Analysis based strategies developed by professional staff that supports growth in the Common Core academics, functional skills, independent living and social skills. • IEP Teams collaborating to share relevant information, problem solve, and plan programs to address the learning needs of students identified with Autism Spectrum Disorders. • Providing teaching strategies to accommodate varying ability levels, sensory needs, behavioral and social needs. • Provide visual strategies, strategies for classroom structure, and transition planning. • Provide Executive Function Skills training. • Identify appropriate Assistive Technology strategies to increase access to the general education curriculum, school environment, and to assist in achieving IEP goals. • Implement behavioral programs developed by professional staff for individual learners. • Engage students in learning experiences within and outside of the
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	<p>general education classroom.</p> <p><u>Trainings scheduled annually that are available for staff:</u></p> <ul style="list-style-type: none"> • National Autism Conference, State College, PA • Autism Spectrum Disorder Workshop • Additional trainings will be scheduled to meet any identified needs using IU9 TaC or PaTTAN Staff.
Person Responsible	Special Education Supervisor
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	10
Provider	IU TAC/PaTTAN/School District
Provider Type	IU/PaTTAN/School Entity
PDE Approved	Yes
Knowledge Gain	Effective research based professional staff lead interventions appropriate for implementation by certified staff and non-certified but highly qualified paraprofessionals including: Implementation of Applied Behavioral Analysis based strategies, de-escalation of agitated students, School-wide Positive Behavior Support, social skills and communication skills.
Research & Best Practices Base	Use of well-trained and highly qualified professional staff and paraprofessionals lead to better instruction and achievement by students with Autism.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment</p>

	<p>skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p>

	Journaling and reflecting
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

Behavior Support

Description	<p>Positive Behavior Support:</p> <p>Our staff will continue to participate in trainings designed to strengthen our efforts to provide Positive Behavior Support across the Tiers. Anticipated trainings will address expansion of the Tier 2 and Tier 3 supports. Possible topics for the trainings include: Check-In Check-Out, Check & Connect, RENEW as well as Functional Behavior Assessment, and Positive Behavior Support Plans.</p> <p>The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, as well as reduce student dropout risks, reduce the number of suspensions and reduce or eliminate the use of restraints.</p> <p><u>De-escalation:</u></p> <p>To help support students in the Least Restrictive Environment through the use of incident prevention and minimization strategies identified district staff will maintain certification as Safety Care Specialists. In addition, non-identified staff will be trained in how to recognize behavioral triggers and signals and how to de-escalate students.</p>
Person Responsible	Special Education Supervisor
Start Date	7/1/2019
End Date	6/30/2022

Program Area(s)	Special Education
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Professional Development Details

Hours Per Session	7.0
# of Sessions	4
# of Participants Per Session	20
Provider	Smethport Area School District and IU
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Positive Behavior Support trainings will provide the school based team guidance on the development and implementation of School Wide Positive Behavior Support across the tiers of implementation.</p> <p>Safety Care trainings will provide staff with knowledge and skills to effectively prevent, minimize and de-escalate student behavioral incidents.</p>
Research & Best Practices Base	<p>Research supported by OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, has demonstrated that when implemented with fidelity School Wide Positive Behavior Support can help reduce student discipline referrals, improve student attendance, and remove various systems levels barriers to student achievement.</p> <p>The Safety Care curriculum utilizes basic principles such as: prompting, differential reinforcement and behavioral momentum that have a strong research history in the applied behavior analytic literature.</p>
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of student attendance and performance data. Reduction in the number of student suspensions, restraints and out of district placements.</p>

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Paraprofessional

Description	<p>Paraeducators assigned to work with students with IEPs will be provided with 20 in-service hours in order to maintain their highly qualified status and to meet the needs of the students. The focus of training will be to increase the skill level for paraeducators working with learners with diverse instructional and related services needs in early childhood settings, elementary, and secondary schools under the direction of professional staff. New paraeducators will be provided the support necessary to meet the status of highly qualified. These skills include:</p> <p>On-going professional development for staff:</p> <ol style="list-style-type: none"> 1. Carry out tasks as assigned by the teacher: Implementing strategies developed by professional staff that support inclusive environments and respect individual differences among learners and their families. 2. Share relevant information about learners with teachers to facilitate problem solving, decision making, program planning and other team activities. 3. Assist professional staff in activities that engage children and youth in learning experiences. 4. Assist professional staff with planning and organizing learning experiences. 5. Assist professional staff with modifying learning strategies to accommodate different learning preferences, ability preferences, ability levels and other learning needs of individual learners. 6. Implement behavioral programs developed by professional staff for individual learners. 7. Assist students with individualized learning activities or independent study projects assigned by the professional staff. <p>Evidence of implementation includes agendas and sign-in sheets as well as supervising teacher's input in the end of the year evaluation.</p>
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Person Responsible	Special Education Supervisor and Building Principals
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	15
Provider	IU TAC/PaTTAN/School District
Provider Type	IU/School entity/PaTTAN
PDE Approved	Yes
Knowledge Gain	<p>Effective researched based professional staff lead interventions appropriate for implementation by a non-certified but highly qualified Paraeducator including de-escalation of agitated students, CPR/First-aid, School-wide Positive Behavior Support, Reading and Math Curriculum and Instructional Support, Functional Curriculum, and use of Educational Technology.</p> <p>Paraeducators will gain knowledge in accordance with the Bureau of Special Education Credential of Competency for Special Education Paraeducators and district specific topics.</p> <ol style="list-style-type: none"> 1. Foundations of Special Education 2. Development of Characteristics of Learners 3. Individual Learning Differences 4. Instructional Strategies 5. Learning Environments 6. Language 7. Instructional Planning 8. Assessment 9. Professional and Ethical Practice 10. Collaboration

Research & Best Practices Base	Use of well-trained highly qualified paraeducators leads to better instruction and achievement by students with IEPs. All training presenters will have extensive knowledge in research-based, current, or best practices aligned to Pennsylvania's Credential of Competency Standards.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Portfolio</p>

Reading

Description	<p>English Language Arts/Literature</p> <p>According to the 2017-18 Future Ready Index, <u>elementary</u> students who were proficient or advanced in English Language Arts/Literature:</p> <ul style="list-style-type: none"> • School-wide- 53.5% (Statewide Average- 63.0%) • Students with Disabilities- 18.6% <p>According to the 2017-18 Future Ready Index, <u>junior/senior high school</u> students who were proficient or advanced in English Language Arts/Literature:</p> <ul style="list-style-type: none"> • School-wide- 50.0% (Statewide Average- 63.0%) • Students with Disabilities- 24.1% <p>The 2017-18 ELA PSSA/PASA Data for students with IEPs is as follows:</p> <ul style="list-style-type: none"> • Grade 3- 61.5% Below Basic, 15.4% Basic, 15.4% Proficient, 7.7% Advanced • Grade 4- 9.1% Below Basic, 72.7% Basic, 0% Proficient, 18.2% Advanced • Grade 5- 46.2% Below Basic, 23.1% Basic, 23.1% Proficient, 7.7%
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Advanced

- Grade 6- 9.1% Below Basic, 81.8% Basic, 0% Proficient, 9.9% Advanced
- Grade 7- 18.2% Below Basic, 54.5% Basic, 27.3% Proficient, 0% Advanced
- Grade 8- 37.5% Below Basic, 50% Basic, 12.5% Proficient, 0% Advanced

Mathematics/Algebra

According to the 2017-18 **Future Ready Index**, elementary student who were proficient or advanced in Mathematics/Algebra:

- School-wide- 33.1% (Statewide Average- 45.5%)
- Students with Disabilities- 17.0%

According to the 2017-18 **Future Ready Index**, junior/senior high school students who were proficient or advanced in Mathematics/Algebra:

- School-wide- 41.8% (Statewide Average- 45.5%)
- Students with Disabilities- 17.2%

The 2018 Mathematics **PSSA/PASA** Data for students with IEPs is as follows:

- Grade 3- 61.5% Below Basic, 7.7% Basic, 30.8% Proficient, 0% Advanced
- Grade 4- 45.5% Below Basic, 36.4% Basic, 9.1% Proficient, 9.1% Advanced
- Grade 5- 69.2% Below Basic, 15.4% Basic, 15.4% Proficient, 0% Advanced
- Grade 6- 54.5% Below Basic, 36.4% Basic, 9.1% Proficient, 0% Advanced
- Grade 7- 54.5% Below Basic, 27.3% Basic, 18.2% Proficient, 0% Advanced
- Grade 8- 75% Below Basic, 12.5% Basic, 12.5% Proficient, 0% Advanced

	<p><u>Description</u></p> <p>The Smethport Area School District has an ongoing relationship with the Intermediate Unit Nine staff who provide training and consultation services that align to research-based strategies and practices supported by PaTTAN. District staff will continue to have the opportunity to increase their conceptual knowledge of the MTSS Framework. Professional development in the Five Big Ideas in Reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), assessment, data analysis (including progress monitoring and rate of improvement), direct instruction programs, writing, and additional RTI methodologies, directly aligned to the PA Core, will continue to be available.</p>
Person Responsible	Building Principals and Supervisor of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	20
Provider	IU TAC
Provider Type	IU
PDE Approved	No
Knowledge Gain	Through professional development opportunities and scheduled consultations, staff will gain a deeper understanding of the reading process and align interventions to student specific needs.
Research & Best Practices Base	All professional development presenters and consultants will have an extensive knowledge of research-based practices strategies and methodologies.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment</p>

	<p>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>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<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>Training Format</p>	<p>Series of Workshops Professional Learning Communities Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>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</p>
<p>Evaluation Methods</p>	<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</p>
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Transition

<p>Description</p>	<p>Smethport Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.</p> <p>Our district does coordinate with the Seneca Highlands IU9 Transition Consultant to provide Initial Transition Planning (ITP) meetings with all eighth grade students receiving Special Education services. Final Transition Review (FTR) planning meetings are completed with all tenth grade students receiving Special Education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement are encouraged as part of the secondary transition process. Meetings and trainings are also held with the Community-Based Vocational Instruction coordinator and the Office of Vocational Rehabilitation coordinator so that staff is aware of the trainings available for students, paid work experiences available for students, as well as career-ready trainings available to students and staff.</p> <p>The Smethport Area School District did participate in the successful completion of Indicator 13: Successful Practices in Secondary Transition for Continuous Improvement Training with secondary staff during the 2015-2016 school year. This training provided staff with the knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students.</p> <p>In order to further support high quality transition plans as part of the IEP process, our school district will continue to work with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN). We intend to participate and successfully complete the Indicator 13: Effective Transition Practices Training</p>
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	with all appropriate secondary staff involved in the transition process.
Person Responsible	Special Education Supervisor
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	12
Provider	IU Transition Coordinator/PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Successful Practices in Secondary Transition for Continuous Improvement (SPSTCI) training will provide staff with the prerequisite knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students.
Research & Best Practices Base	The Department of Education has identified critical elements of transition planning necessary for students to have an appropriate opportunity to successfully transition to adult life after graduation. For classroom teachers, school counselors and education specialists
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. 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	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

leadership roles	aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers School counselors Other educational specialists Related Service Personnel
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Focused monitoring of Individualized Education Programs with feedback.
Evaluation Methods	Focused monitoring of Individualized Education Programs with feedback.

Special Education Affirmations

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

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

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