

Clarion-Limestone Area SD  
**Special Education Plan Report**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

4091 C-L School Road  
 Strattanville, PA 16258  
 (814)764-5111  
 Superintendent: Amy Glasl  
 Director of Special Education: Jason Edmonds

## Planning Committee

Name	Role
Melvin Aaron	Administrator : Professional Education Special Education
Kristie Taylor	Administrator : Professional Education Special Education
Donna Smith	Community Representative : Professional Education Special Education
Alex Gray	Ed Specialist - School Psychologist : Professional Education Special Education
Bobbie Freeman	Elementary School Teacher - Special Education : Professional Education Special Education
Ashley VanDyke	High School Teacher - Special Education : Professional Education Special Education
Liz Huwar	Parent : Professional Education Special Education
Jason Edmonds	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 143

### *Identification Method*

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

The Clarion-Limestone School District uses the discrepancy model to identify students with learning disabilities. This model compares achievement measures with cognitive measures in order to determine whether a significant discrepancy exists.

### *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 current Special Education Data Report there are no significant enrollment differences noted overall. Within the categories of ED, ID, SLD, and S&L, there enrollment differences. In the 17-18 report the Clarion-Limestone School District reporting numbers were not significantly discrepant in comparison to the state average in any reporting category. The district is continuing to target the the appropriate groups and identifying students based on their needs. The district has found that due to the rural nature of the school district and significant oppotunities for assisted housing as well as a decrease in the amount of local jobs that we have seen an increase in all disability categories over the past 4 years. The district understands that the numbers are slightly elevated based on the state average but are identifying students based on need and eligibility. At this time there is not a significantly disproportionate number of eligible students in the above categories. The district is currently implementing outdoor classrooms, hands on experiences, vocational opportunities, drop out prevention programs and additional programs to help address the needs and provide students the support necessary to be successful and return to regular education. The district is seeing evidence of inclusion and LRE data becoming closer in line to state averages despite the rural location and environmental factors.

### *Non-Resident Students Oversight*

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

The initial step of meeting the 1306 obligation is for the student to be invited to the district for enrollment. The facilities within Clarion-Limestone School District always contacts the school and informs us of a new resident. We invite the student into the district to pick up an enrollment packet. A copy of the birth certificate, immunization records, current special education documents, and other relevant information is requested. Upon receipt of these documents, the district holds a meeting to discuss how to best meet the student needs. After the needs of the student have been discussed, the environment in which their needs can most appropriately be met is decided in collaboration with the home district.

Clarion-Limestone ensures that the student is receiving FAPE through the IEP process and the decision by the IEP team determines collaboratively on the least restrictive environment via team consensus.

Currently there have not been any barriers identified within our District. If barriers were to arise, the residential programs and district administration would collaborate on how to best meet the needs of the students that are housed in the District.

### *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).

At this time, the Clarion-Limestone School District does not have a program that houses incarcerated youth within its boundaries.

When Clarion-Limestone School District has a student that is incarcerated, the district is notified by the host district of the incarceration. The Clarion-Limestone School District works collaboratively with the host district and the IEP team to ensure that the individual needs of the student are being met and FAPE is being provided. There has not been an incarcerated youth enrolled at Clarion-Limestone within the past three Special Education Plans and the district is proud of this accomplishment.

### *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.

The intent of the District is to ensure that each child is educated within the least restrictive environment. The IEP team uses the SAS tool kit to ensure that each child has been given the opportunity to succeed with supplementary aides and services within the least restrictive setting to the maximum extent possible. If the student is unable to be successful within the current environment, the team will decide on the most appropriate accommodations to ensure FAPE. The IEP team will come to a consensus through the SAS toolkit process to determine what setting and services are most appropriate.

The district has been using a variety of inclusion and co-teaching strategies at the Middle and High School levels for the past six years. The intermediate unit has been an active participant in providing additional supports within the school district. The district has recently hired a social worker to address needs within the district as well.

The district supports staff and their participation with the local Intermediate Unit to ensure that they are prepared and trained in CPI, CPR, Positive Behavior Support, and Intensive Reading programming.

The district currently has approximately 6.1% compared to the previous 14% (in the previous plan) more students in the >80% category compared to the state average. The district is also approximately 7.6% below the state average in the <40% category. The district is working hard through professional development to make sure that all staff are trained and educated to calculate these percentages correctly so that reporting is more accurate to the actual representation of the figures.

The representation for students educated outside of the district is not reported by the state and included in our data report. These determinations are based on Multi-disciplinary and IEP team consensus agreements. The teams review all available data and make determinations based on the needs of each student as an individual.

The district utilizes the SAS tool kit to determine and discuss appropriate supplementary aids and services in order to make sure that students have access and the teams discuss possible supplementary aids and service options that may meet their needs.

### *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 District adheres to positive behavior support consistent with Chapter 14.133. The District does not adhere to any corporal punishment. The District also utilizes positive methods of reinforcement for behaviors opposed to negative consequences for actions in order to most appropriately modify student behavior. Different methods are school wide positive behavior support, earning free time, earning educational items, the use of positive measures on school grounds, and any additional positive methods of reinforcement that are individualized based on FBA's and student observations. The school wide positive behavior support system in place and is positively impacting the moral and focus of the district. There are positive behavior trainings offered at the district annually and staff are encouraged to participate in IU and PATTAN offered trainings. Individualized Positive Behavior Support Plans are developed upon completion of Functional Behavior Assessments completed by the IEP team when determined to be necessary in order to provide FAPE.

The district trains staff in verbal de-escalation annually and utilizes refresher opportunities no less than quarterly for members of the CPI team.

The district psychologist, counselors, social workers, administration, teachers, parents, and outside agencies collaborate to address behavioral health needs of students on an individual basis.

Behavioral health needs are a discussion point at each meeting in order to fully address any necessary changes, supplementary aids, or subtraction or addition of services in order to best collaborate and meet the needs of the individual students.

### *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.

When difficulties arise and the question of whether the student is being successful in a current placement, program, or class the IEP team convenes a meeting to discuss the supplementary aides and services that will best meet the needs of the student and ensure FAPE. At this time community agencies such as CYS, MH/MR, OVR, TTSR, outside behavioral supports, and ISPT programming are

brought together to ensure that all stakeholders and possible agencies are incorporated and working to meet the individualized needs of the student.

An example of a successful program was the utilization of a support called Clarion County Promise that is housed within the District boundaries. This program has assisted the district with ensuring that the needs of each student are being met within the academic and community settings. There are tutoring and counseling supports provided within the district walls as well as community and in home services provided in order to support families.

The collaboration with the agencies mentioned above have enabled the district to ensure that a Free Appropriate Public Education is being provided within the Least Restrictive Environment for each student based on their individual needs and abilities regardless of their disability. Through these collaborative efforts the district is able to utilize the support of PATTAN, Community Agencies, Riverview Intermediate Unit, Mentor Parent Program, and ISPT programming to ensure that each need of every child are appropriately being met.

The district is exploring options for the inclusion of students with complex and emotional support needs and how to best provide a Free Appropriate Public Education within the Least Restrictive Environment. The addition of social work services will provide another support that will enable the district to more effectively meet the emotional needs of our students without the necessity to utilize other programming options that are provided outside of our physical school buildings.

# Assurances

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## 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
Keystone Smiles	Nonresident	The Mission To provide alternative education and mentor services to students with at-risk behaviors or individualized	0

		<p>educational needs through teaching strategies and curricula in academics, community service-learning, and social development to achieve school success with the ultimate outcome of eliminating school suspensions.</p> <p>About Keystone SMILES Crossroads program is one of its kind in a three county region. School districts have an alternative for modifying educational plans for at-risk students addressing school drop out, behavioral, and academic barriers for their school systems. The Keystone SMILES Crossroads program is an approved Alternative Education Private Provider through the PA Department of Education and an approved Educational Tax Credit program. Students participate in service as an integral part of their curriculum to help develop leadership and self-sufficiency skills while enhancing their academic curriculum in life - long learning.</p> <p>This is one of our AEDY - approved programs (approved by the school board)</p>	
<p>Pathways Adolescent Center</p>	<p>Nonresident</p>	<p>Core Values: Believing that that every person is sacred and the subject of human dignity Empowering each child and family by giving them the ownership in their planning process and their long-term outcomes Providing opportunities for personal development of his/her physical, emotional, behavioral, spiritual and intellectual abilities Providing individualized counseling with sensitivity to each youth's unique situation and heritage Providing a safe, secure, home-like environment, with attention to his/her individual needs Using behavioral-based interventions, which build upon his/her individual strengths and unique characteristics Strengthening family relationships though supportive counseling Developing positive attitude towards authority, school and learning Every child assigned to Pathways Adolescent Center's Residential Program is assigned a Child Care Coordinator. The Child Care Coordinator meets with the child, family and referring agency within 30 days of admission to develop an Individual Service Plan (ISP) with specific short-term and long-term goals. Throughout the length of stay, the Child Care Coordinator functions as an advocate to the child, a liaison to the family, and a link to community referral teams and resources.</p> <p>Individualized Service Plan Every child admitted to Pathways Adolescent Center has</p>	<p>2</p>

		<p>an ISP. The ISP is developed to address the child's unique strengths and weaknesses, issues and problems, and short-term and long-term goals and objectives. The child, parents, family members, and all Child Care Coordinators participate in the ISP process.</p> <p>Psychological Evaluations Every child admitted to Pathways Adolescent Center will have a psychological evaluation to aid in the ISP process. The psychologist will meet with the child and consult with staff to provide a diagnosis and to make the appropriate recommendations. The psychologist will also have case consultations with the assigned therapist as needed.</p> <p>This is our second AEDY-approved program (school board approved)</p>	
Pyramid (Soaring Heights)	Nonresident	<p>Soaring Heights School (SHS), the Clearfield Campus, opened in 2004 in Woodland, Pennsylvania under the name Central Pa ASD Academy. The program quickly expanded and relocated in 2007 to the current location in Clearfield, Pennsylvania. Physical Education and Art are implemented by Pyramid Healthcare staff. Speech, occupational therapy and physical therapy are provided through IU #10. Additionally, a psychiatrist visits the Clearfield location twice per month.</p> <p>Soaring Heights School (SHS), the DuBois Campus, opened in the fall of 2011 under the name Central Pa ASD Academy. The DuBois campus offers speech, art, occupational therapy and physical therapy through the IU #6. Physical education is implemented by Pyramid healthcare staff. A psychiatrist visits the location once per month.</p> <p>Soaring Heights School of York, Pennsylvania opened in the late fall of 2013. Soaring Heights School offers occupational therapy, physical therapy and speech therapy through Leg Up Farm. Physical education is implemented by Pyramid Healthcare staff. A psychiatrist visits the York location once per month.</p> <p>New Vista Learning Center opened in the fall of 2012 in DuBois, Pennsylvania.</p>	0
New Story	Nonresident	<p>New Story is a program based in DuBois, Pennsylvania. Physical Education and Art are implemented by contract. Speech, occupational therapy and physical therapy are provided through the program.</p> <p>New Story, the DuBois Campus, offers speech, art, occupational therapy and physical therapy through the IU #6. Physical education is implemented by New Story staff. A psychiatrist visits the location once per month.</p>	1

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## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Special Education Centers	Autism Support	1
Clarion Area Elementary School	Neighboring School Districts	Autism Support IU6	1
Clarion Area Elementary	Other	Elementary Life Skills IU6	4
North Clarion IU#6 High School Autism Support	Neighboring School Districts	Autism Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	20	1
Locations:				
Clarion-Limestone	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* July 1, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	20	0.5
Locations:				
Clarion-Limestone	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #3***Operator: School District***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	20	1
Locations:				
Clarion-Limestone	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	17	1
Justification: Students on the teacher caseload will exceed three years but will not be educated with students outside of three years.				
Locations:				
Clarion-Limestone	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2018*

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	17	1
Locations:				
Clarion-Limestone	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: July 1, 2018*

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 12	10	0.5
Justification: We desire to operate a therapeutic emotional support program at Clarion-Limestone Elementary. These students may be grouped in social skill lessons together as a determined by IEP teams but will not be receiving core instruction outside of the age range. Any age range variance will be addressed in the student(s) IEP.				
Locations:				
Clarion-Limestone	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #7 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* July 1, 2015

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 19	63	1
Justification: This is for a speech language therapist that covers an entire school district. Though the age range of students on this S&L teacher's caseload exceed the maximum, at no time are the student instructional groups beyond three years at the elementary level or four years at the secondary level.				
Locations:				
Clarion-Limestone	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #9 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* July 1, 2018

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	5	0.5
Locations:				
Clarion-Limestone JSHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #10 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* July 1, 2018

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	10	0.5
Justification: Students will not be receiving core academics with students outside of this age range unless addressed by their multi-disciplinary teams and documented within their IEP.				
Locations:				
Clarion Limestone Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #11 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 28, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 15	8	1
Locations:				
Clarion Limestone High School	A Junior High School Building	A building in which General Education programs are operated		

#### Program Position #12 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 24, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 21	6	1
Justification: The students within this program extend outside of the age range. If students will be educated together within this program, the IEP teams have met and determined that it is appropriate for their educational needs and documented within the IEP.				
Locations:				
Clarion Limestone 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
Paraprofessional	Clarion-Limestone High School	1
Paraprofessional	Clarion-Limestone High School	1
Paraprofessional	Clarion-Limestone High School	1
Paraprofessional	Clarion-Limestone Elementary	1

Classroom Aide	Clarion-Limestone Elementary	1
Classroom Aide	Clarion-Limestone Elementary	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	7 Hours
Physical Therapy	Intermediate Unit	2 Hours
Vision Support	Intermediate Unit	1 Hours
Hearing Support	Intermediate Unit	1.75 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	An increase in the amount of time that students under the category of Autism are included with regular education peers.
<b>Person Responsible</b>	Clarion-Limestone School District Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	6
<b>Provider</b>	Clarion-Limestone
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Knowledge base to better assist students with participating in the least restrictive environment.
<b>Research &amp; Best Practices Base</b>	Training on the ABA, CLM, and best practice models dealing with Autism.
<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</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

<b>leadership roles</b>	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</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>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Parents</p>
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
<b>Evaluation Methods</b>	<p>Classroom student assessment data</p> <p>Participation in the least restrictive setting</p>

## Behavior Support

<b>Description</b>	Continuation and growth of the School Wide Positive Behavior Support Program to include de-escalation techniques and school based behavioral health service offerings. Annual notification will be provided in conjunction with quarterly refresher opportunities.
<b>Person Responsible</b>	Clarion-Limestone School District Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022

<b>Program Area(s)</b>	Teacher Induction, Special Education, Student Services, Gifted Education
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### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	30
<b>Provider</b>	Clarion-Limestone
<b>Provider Type</b>	District and IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	<p>An increase in the understanding of positive behavior supports and the nature of possible consequences for increasing student achievement. Understanding and implementation of de-escalation techniques utilized within the district protocol and procedures. Increase the knowledge of staff in conjunction with the utilization of school-based behavioral health offerings to better meet the needs of students within their classrooms.</p> <p>The district psychologist, counselors, social workers, administration, teachers, parents, and outside agencies collaborate to address behavioral health needs of students on an individual basis. Behavioral health needs are a discussion point at each meeting in order to fully address any necessary changes, supplementary aids, or subtraction or addition of services in order to best collaborate and meet the needs of the individual students.</p>
<b>Research &amp; Best Practices Base</b>	Continuation of research based positive behavior support and support services consistent with accurate assessments and FBA's.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making.
<b>Training Format</b>	School Whole Group Presentation
<b>Participant Roles</b>	Classroom teachers School counselors

	Paraprofessional 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
<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity Review of discipline reports and behavioral data

### Paraprofessional

<b>Description</b>	Increased knowledge and service to students with special needs focusing on academic and behavioral supports.
<b>Person Responsible</b>	Clarion-Limestone School District Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education

### Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	12
<b>Provider</b>	Clarion-Limestone
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	An increased understanding of the different areas of disability and how students are affected as well as the methods that can be used to support these students in the educational setting.
<b>Research &amp; Best Practices Base</b>	Research based professional support, training, and implementation.

	PaTTAN FrameWelder
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Paraprofessional 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>	Overview and Discussion summary
<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. ACCESS and data logs

## Reading

<b>Description</b>	An increase in LLI and STAR assessment scores.
<b>Person Responsible</b>	Clarion-Limestone School District Administration
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	9
<b>Provider</b>	Clarion-Limestone
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	The knowledge to better assess and skills to develop instruction in order to increase reading scores and literacy.
<b>Research &amp; Best Practices Base</b>	The development and use of research based practices.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making.
<b>Training Format</b>	School Whole Group Presentation
<b>Participant Roles</b>	Classroom teachers 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>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
<b>Evaluation Methods</b>	Student PSSA data Standardized student assessment data other than the PSSA

	Classroom student assessment data
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## Transition

<b>Description</b>	An increase in student entrance into programs of choice based on exit surveys. Increase in the Goowill industries, Quiet Creek, and Greenhouse transition activities.
<b>Person Responsible</b>	District Transition Coordinator
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.5
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	4
<b>Provider</b>	Clarion-Limestone
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	An increased knowledge base of how to better meet the transition needs of students through interest inventories in order to best assist them with post secondary goals.
<b>Research &amp; Best Practices Base</b>	PATTAN and the IU are providing Indicator and additional trainings to support the district.  Collaboratively working with OVR, Goodwill industries, and the PETS grant.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Department Focused Presentation

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional Related Service Personnel Parents
<b>Grade Levels</b>	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
<b>Evaluation Methods</b>	Participant survey

# 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*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*