

Northern Cambria SD  
**Special Education Plan Report**  
07/01/2018 - 06/30/2021

# District Profile

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## Demographics

601 Joseph St  
 Northern Cambria, PA 15714-1232  
 814-948-5481  
 Superintendent: Robert Rocco  
 Director of Special Education: Robert Truscello

## Planning Committee

Name	Role
Alan DuBreucq	Administrator : Professional Education Special Education
Robert Rocco	Administrator : Professional Education Special Education Schoolwide Plan
Jennifer Westrick	Ed Specialist - Other : Professional Education Special Education
April Morelli	Ed Specialist - School Psychologist : Professional Education Special Education
Tracey Ruddock	Elementary School Teacher - Regular Education : Professional Education Special Education
Joe Chunko	High School Teacher - Special Education : Professional Education Special Education
Shawn Nelson	Middle School Teacher - Regular Education : Professional Education Special Education
Amy Clark	Middle School Teacher - Special Education : Professional Education Special Education
Bob Truscello	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 151

### *Identification Method*

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

The Northern Cambria School District currently utilizes the ability-achievement discrepancy model to identify students with specific learning disabilities. A student can be referred for a multi-disciplinary evaluation (MDE) by teachers and/or parents. At the school level, data is collected through the Early Intervening / pre-referral process to determine if additional assessments are needed. Data is reviewed after interventions are provided through the Early Intervening program, Title I program, and general education classroom setting. The district utilizes a Multi-Tier System of Supports (MTSS) in grades k-4. This research-based framework is structured to address areas of need based upon DIBELS (Dynamic Indicators of Basic Early Learning Skills) results. This assessment, and its inherent progress monitoring, serve to address areas of deficit at young ages. This often negates the need for specially designed instruction. Students whose performance and rate of progress are below what is expected for their grade level, based on this and other data, are referred for a multi-disciplinary evaluation to determine if a specific learning disability exists.

During the MDE process, the school psychologist examines the referral question and obtains data from existing teachers, parent/guardian, and related service providers when appropriate to determine the child's current academic achievement in the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving. The assessment process typically includes tests of intellectual ability and academic achievement. The evaluation considers whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the aforementioned areas.

This process examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability. The evaluation determines if a severe discrepancy between intellectual ability and achievement exists by the administration of a battery of individual standardized intellectual and achievement tests. Appropriate assessments are carefully selected, based upon the referral question and the student's presenting weaknesses. Other data sources are also considered, including universal

screening measures, curriculum-based assessments, benchmark assessments, classroom performance, report card grades, PSSA/Keystone assessment results, and progress monitoring reports.

The evaluation also considers the use of appropriate learning experiences and scientifically based instruction, as well as other factors to consider as part of the state guidelines, including vision/hearing, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, and limited English proficiency. The goal of the MDE evaluation is to gather and examine all relevant functional, developmental, and academic information, including information provided by the parents, to determine whether a specific learning disability exists and to determine the educational needs of each child.

## *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>

Enrollment differences are identified through review of data provided in 2016-2017 Special Education Data Report.

A review of the data reveals that the Northern Cambria School District enrollment status is not significantly disproportionate.

Intellectual Disability NCSD 8.6% compared to 6.5% state average. Specific Learning Disability NCSD 43% compared to 41.8% state average. This data portrays the unique needs of our current student population. Please note that the district's percentage of students in the former category has decreased by 2.8% and that in the latter has decreased by 9.3%. Often identified students move in to the Northern Cambria School District increasing disproportion in our numbers. When students enter the district our special education team reviews all documentation ensuring proper services. The district's goal is to bring disproportion into alignment by carefully following procedures and considering all options (eg. Early Intervening services, 504 service agreements) before identification.

All other disability categories are commensurate with state percentages.

## *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 Northern Cambria School District strives to ensure that nonresident students residing within the district have access to the same educational programs and services provided to other district students. The district maintains communication and professional relationships with service providers who house nonresident students within our district. Currently Superior Human Services, Inc. and Quality Life Services, Inc. house such students in the Northern Cambria School District.

When a school age student takes up residency in a housing facility in the Northern Cambria school district the facility conducts a student interview and completes a complete record review. If the student is found eligible for school services, the facility notifies the district. The district requests educational records from the student's most recent district of residence and a scholastic record is established, including a plan addressing the credits required for graduation.

If records indicate that the student is identified as a student with a disability, under Pennsylvania Chapter 14: Special Education Services and Programs, the district provides a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with state regulations. The Northern Cambria School District educates the student in its public schools unless through the IEP process the district and parent determine that an alternative educational setting will more appropriately address the student's educational needs. The NCS D will provide the student with FAPE and any needed special education or educational services necessary in accordance with 22 PA Code Chapter 14 and IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act.

If the student is not identified as a student with a disability, a screening process, as required under Child Find may be conducted. Should the screening indicate that the student is potentially a student with a disability, the district initiates an evaluation in accordance with Chapter 14. If the student is identified as a student with a disability, the subsequent procedures are followed as per current Pennsylvania regulations.

To date the Northern Cambria School District has not experienced problems or barriers to meet obligations under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

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

The Northern Cambria School District is not a host district for incarcerated youth. There are no correctional facilities within our school district. Should an individual under 21 years of age become incarcerated in the county jail a designee of the facility conducts an interview to ascertain the inmate's name, date of birth, last school attended, last grade attended and dates, name of facility of previous incarcerations, special education programs provided while attending the last known school, and if applicable date of high school diploma or GED. If the student is found eligible for school services, the jail notifies the host district, in writing. The host district requests educational records from the student's most recent district of residence and a scholastic record is established, including a plan addressing the credits required for graduation.

If records indicate that the student is identified as a student with a disability, under Pennsylvania Chapter 14: Special Education Services and Programs, the district provides a Free Appropriate Public Education (FAPE) in accordance with state regulations. Appropriately certified teachers from the Intermediate Unit 08 are assigned to deliver instruction within the correctional facility. The teachers utilize formal lesson plans and curriculum. The student's progress is monitored and reported on a nine-week basis.

If the student is not identified as a student with a disability, a screening process, as required under Child Find is conducted by the Intermediate Unit. Should the screening indicate that the student is potentially a student with a disability, an evaluation is initiated in accordance with Chapter 14. If the student is identified as a student with a disability, the subsequent procedures are followed as per current Pennsylvania regulations. The county jail notifies the school district when the student is no longer incarcerated.

The Northern Cambria School District is well prepared to ensure an incarcerated district student receives FAPE along with applicable special education services. Contact with prisons and juvenile facilities is maintained.

### *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.

Northern Cambria recognizes the regular education environment as the preferred environment for all students. Students with disabilities are integrated with regular education students to the maximum extent possible. All services are determined by the Individual Education Plan team. After determining what services are appropriate for the student's needs, consideration is given to where the services should be provided. Removal from the regular education setting only occurs when the students are not able to achieve goals with supplementary aids and services provided in the regular education classroom. The Northern Cambria School District utilizes a differentiated instructional model recognizing each student's distinctive individual strengths and needs.

The Northern Cambria School District is very dedicated to inclusive practices. All use of supplementary aids and services must be exhausted before a student begins receiving services in a more restricted environment. NCSd has provided professional development for teachers and para-professionals in grades kindergarten through grade 12 in the areas of inclusive practices, co-teaching, differentiated instruction, non-violent crisis intervention, school-wide positive behavioral support, transition services and autism. Para-educators have also received additional professional development on self-esteem, behavioral de-escalation and the impact of concussions and other brain injuries on learning during the 2017-2018 school year. Northern Cambria also provides teachers' time for data analysis to ensure meaningful differentiated instruction and supports for all students including our students with disabilities educated in co-taught classrooms.

The Northern Cambria School District continues to grow and strengthen its programming. NCSd students now have access to a supplemental learning support classroom at the elementary, middle and high school levels. These classrooms help provide a full continuum of services to Northern Cambria students with disabilities needing more intensive service options. Community Based Instruction (CBI) is provided by district staff. This activity includes students with complex needs and is offered twice each month. Classroom instruction is generalized to a number of local community facilities. The continuum of support and services continues by utilizing Intermediate Unit classrooms and outside placements as students' needs dictate.

Educational environment data, Indicator 5 SPP target, is derived from student IEPs. The following information is identified through review of data provided from the 2016-2017 Special Education Data Report. The percentage of students with IEP's aged 6-21 who are inside the regular classroom 80% or more of their day in the Northern Cambria School District is 70%. The SPP target to meet compliance is 62.4%. This number supports Northern Cambria's dedication to the inclusion of students with disabilities in the regular education classroom. The district percentage includes students that are educated outside of the district due to complex learning and mental health needs. This includes MDS, LSS, partial hospitalization and "Bridge" programs. During the 2017-2018 school year the district has transitioned students back to NC from such placements. The district is proud to offer increased access of all students to the general education curriculum. In an effort to support with mental health needs due to factors such as trauma, depression, anxiety, grief, etc. the NCSd is

working toward the provision of school-based mental health therapy by partnering with The Community Guidance Center of Indiana County.

The percentage of students inside the regular classroom less than 40% of the day in the Northern Cambria School District is 9%. The SPP target to meet compliance is 8.0%. The district will review Penn Data to ensure the LRE calculations are correct for each NCSD student. The IEP team ensures consideration for programming in the LRE before all other settings.

The number of students served in separate schools, residential facilities, or homebound/hospital settings in the Northern Cambria School District is 4.9%. The SPP target is 3.3%. The district is dedicated to student placement in the Least Restrictive Environment and exhausts all other options before removing a student from the regular education classroom or the district. Many of the students in this category are court or agency placed. In these cases the district ensures FAPE through the outside agency. District and agency communication remains open and is frequent to ensure the student FAPE. The district has no students with disabilities educated via either homebound or instruction in the home.

Supplementary aids and services means aids, services and other supports that are provided in general education classes, other education related settings and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. The following are examples of supplementary aids and services used in the Northern Cambria School District that must be exhausted before a student begins receiving services in a more restricted environment.

#### **Collaborative -**

Adults working together to support students. Examples used in the NCSD include: Scheduled time for coplanning and team meetings, Instructional arrangements that support collaboration (e.g, coteaching, paraprofessional support), professional development related to collaboration and collaboration with area agencies to facilitate Community Based Instruction. The district has a positive and active relationship with the Office of Vocational Rehabilitation to support positive transition of students with disabilities. The district utilizes staff from IU8 to assist in supporting students and their families. Examples include, but are not limited to the school social worker and psychologist. The NCSD provides a full array of related services which include occupational and physical therapy and other services as needed. Behavioral health providers are active in the school district to help complete our circle of support.

#### **Instructional -**

Development and delivery of instruction that addresses diverse learning needs. Examples used in the NCSD include: Providing modified curricular goals, providing alternate ways for students to demonstrate learning, providing test modification, changing method of presentation, providing research based supplementary materials, providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and non examples).



**Physical -**

Adaptations and modifications to the physical environment. Examples used in the NCSD include: Furniture arrangement in environments, specific seating arrangements, individualized desks, wheelchair accessibility and the provision of an updated sensory room to support the needs of complex learners.

**Social-Behavioral -**

Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. Examples used in the NCSD include: Social skills instruction, counseling supports, peer supports, individualized behavior support plans, modification of rules and expectations, cooperative learning strategies.

***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.

Behavioral needs are addressed by district administrators and instructional staff according to IEP and positive behavior support plans (PBSP). Students participate with non-disabled peers to the maximum extent possible within the regular education setting. When appropriate and determined by the IEP team, students are supported behaviorally through itinerant emotional support, counseling by the guidance counselor, and/or school psychologist, autistic support teacher and school social worker. The district also houses a satellite office for an outside agency (Community Guidance Center of Indiana) which provides school-based therapy. This agency partnership helps bring needed behavioral supports to district students who often had difficulty accessing or maintaining therapeutic supports. The district has also established the provision of small group and individual psychological counseling through early intervening practices, as part of individual behavior support plans and through individual education programs. School staff are also equipped to provide appropriate outside counseling related contact information to parents and students when requested. The Director of Special Education serves as an liaison with these agencies.

The Northern Cambria School District Policy 113.1 Discipline of Students with Disabilities states that when necessary, behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Northern Cambria School District Policy 113.2 Behavior Support specifies the use of positive behavior support. The policy is designed to enable students with special needs who need behavioral supports to benefit from a Free Appropriate Public Education within the Least Restrictive Environment. The policy states that students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular

education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. The Special Considerations section of students IEPs serve as catalysts to initiate behavioral supports.

The districts behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The NCSd elementary school and middle school teachers and administrators were trained in the use of school wide positive behavior support and non-violent crisis intervention. All district para-educators receive specific training on behavioral de-escalation strategies.

To establish a baseline of disciplinary referrals of students with disabilities, data was obtained from the elementary, middle and high school student data management system. Data was collected for the 2016-2017 to determine rates of office referrals for disciplinary infractions involving students with disabilities. Data was also collected to determine suspension resulting from those disciplinary referrals involving students with disabilities.

Grade Level	Total referrals regular and special education	% of Students with IEPs Referred for Discipline	% of Students with IEPs Suspended due to Discipline Referral
K-4	50	68%	3%
5-8	193	41%	Less than 1%
9-12	1139	27%	Less than 0.5%

### *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.

The district has not had difficulty providing supports and services needed to ensure FAPE for all students. The NCSD has many professional relationships with outside agencies and facilities to support our students and families. The district utilizes supports of private agencies, the local Intermediate Unit and cross-county agency professionals and facilities to ensure nonresident or foster children receive the supports they need to be successful. Representatives from these agencies are consulted, communication stays open and all parties participate in IEP meetings ensuring a meaningful educational program for the students.

Child and Adolescent Service System Program (CASSP) meetings are also arranged to discuss coordination of services if needed. CASSP teams can consist of parents/guardians, district representatives, advocates, IU08 representatives, the local task force, Behavioral Health/Intellectual Disabilities (BH/ID), mental health service providers, juvenile probation, foster agencies, and Children and Youth Services. A CASSP meeting addresses how best to meet the complicated needs of these students. The district has welcomed the assistance of agencies to provide assistance to students and their families. The CASSP coordinator facilitates placements for partial hospitalization and residential treatment facilities. Most other placements are provided by the school district or the Intermediate Unit. Collaboration with educational and mental health agencies help ensure FAPE for all students residing in the Northern Cambria School District.

Students most often educated outside the Northern Cambria School District are those students requiring full-time emotional or autistic support and student's needing multi-disability services. These students are only placed outside the district if it is felt by the IEP team that such a placement is most beneficial to the child. The district utilizes the Intermediate Unit 08 for multiple disability support (MDS) in a neighboring school district and several outside programs for full-time emotional and autistic support.

### *Strengths and Highlights*

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

Northern Cambria's special education program is maintained by an outstanding group of highly qualified teachers and support staff working cohesively to ensure student progress. Our Early Intervening program paired with the use of a response to intervention model provides research based instructional supports to students beginning as early as kindergarten. These programs

have enabled referral of students for special education services at a younger age. Research based intervention through EI has proven beneficial for our struggling regular education students as well as our special education students. We utilize many forms of student assessment and progress monitoring tools to maintain current data on student progress. Northern Cambria's progress monitoring assessment devices K-12 include Woodcock Johnson Diagnostic Reading Battery and KeyMath Assessment. Read Naturally is used as a progress monitoring tool in grades K-12. Grades K-4 utilize DIBELS Next, Developmental Reading Assessment, and STAR assessments. Study Island, Plato, Imagination Station and PSSA/Keystone Prep booklets are used to increase performance scores and track progress for PSSA and Keystone exams. As noted earlier the Multi-Tier System of Supports is used at the elementary level.

If assessment data indicates little student growth, we examine our teaching tools and techniques. All teachers have been trained in differentiated instruction, co-teaching, and inclusive practices bringing the regular and special education teacher together to solve problems and meet the changing needs of all learners. The teachers can benefit from the Pennsylvania Department of Education Standards Aligned System (SAS), which is a collaborative product of research and good practice that contains a Teacher's Toolkit for providing support to students. Such strategies can help identify barriers to accessing material and help implement strategies to overcome educational roadblocks. Our textbooks, materials and technology are monitored and updated frequently. We most recently added iPad technology to our special education programs. Our special education curriculum consists of a formal reading program in grades 9-12. The reading program utilizes a Corrective Reading Program focusing on student fluency and comprehension. The district also offers a supportive class period for students K-12 from one to five periods a week depending on need. Learning support teachers maximize this time to increase reading, writing and math skills, progress monitor and support students' general class work assignments. All middle students with IEPs have access to a support period as the last period of the school day. This supports their work in general education classes and, in most cases, reduces the level of home work.

Teacher collaboration is heightened through strategic scheduling practices and co-planning time. Students with disabilities are educated in co-taught classrooms taught by a highly qualified regular education teacher and a special education teacher. Collaborative professional co-teaching relationships have been forged over the past six years. The NCSd also uses para-professionals who receive a minimum of 20 hours of training each year. There are also several one-on-one paraprofessionals working with students having significant needs. Para-professionals assist regular and special education teachers in educating students with disabilities. The district has a full continuum of services. The district ensures that when a student is eligible and in need of formal supports through special education, the continuum of services planned and implemented assures all students with disabilities have access to the general education curriculum and an education alongside non-disabled peers. IEP teams first consider services and supports in the general education curriculum in the regular education environment with specially designed instruction delivered by the general education teacher. The next level of support is specially designed supplemental instruction provided in the regular education environment using the general education curriculum with the special education teacher providing the support to the student. The

Northern Cambria School District finds its largest population of students with IEP's falling into this category. This involves a regular education and special education teacher working together in the classroom. The structure may involve the teachers co-teaching, conducting small groups within the class, adjusting learning environments, curriculum and/or instructional and assessment techniques to meet the student's individual needs. Student to teacher ratios are kept low in co-taught classrooms. This allows for smaller groups and more individualized instruction. The district maintains a supplemental learning support class at the elementary, middle and high school for students requiring specialized instruction in a self-contained setting. Lastly, the district provides special education in a specialized school or approved private program to students needing highly individualized instruction and intervention, intensive behavior management and adult supervision that can best be accomplished in a self-contained/therapeutic setting outside of a traditional school setting.

Necessary related services are provided by quality providers and are readily available. The district maintains a contracted school psychologist, four full-time guidance counselors and two full-time nurses. An emotional support teacher, autistic support teacher, 11 certified learning support teachers and two reading specialists are on site full-time. One speech and language teacher utilizing both push-in and pull-out services is maintained by the district. Other related services such as social work, vision support, physical and occupational therapy are contracted with outside agencies to meet the needs of all students. The Northern Cambria School District has a full-time Director of Special Education. This allows for continuity from year to year and provides parents with a stable contact in the district. Parent communication is a focus in the Northern Cambria School District. We keep our parents informed and updated on student progress. A positive rapport with parents has proven beneficial for both the students and the district. Prior to the beginning of the 2017-2018 school year a number of parents requested and participated in meetings with the Director of Special Education in order to address specific issues. As in many districts, situations related to bullying were discussed. As a result, the Public Information Officer/Public Services Officer from Troop A of the Pennsylvania State Police provided training on harassment for students and staff at the elementary, middle and high school levels.

Due to the resignation of the speech and language clinician shortly before the beginning of the 2017-2018 school year and the inability of the NCS D to hire a qualified candidate until several weeks into the that year, the NCS D reached out to a neighboring IU to contract a clinician to provide compensatory services in conjunction with the then hired district clinician. This situation was communicated to all parents early in the process. Within 30 school days all sessions and minutes of support were provided.

Opportunities are provided for our older students to participate in work programs. There is an established relationship with the Association for the Blind and Physically Handicapped whereby appropriate students can participate in a work program that also provides high school credits. The organization accommodates primarily students with significant disabilities. Students can participate up to five days a week for half of their school day and be paid for their services. Northern Cambria high school students can also attend Admiral Peary Vocational Technical School for half of their school day to receive high school credits. Transition services are provided to students age 14

and older. The district continuously trains a learning support teacher in the district to coordinate transition services for the students educated in the district. The NCSd also utilizes the local Intermediate Unit for transition services provided to any student educated outside the district. As noted earlier, the district provides a community based instruction (CBI) program provides NCSd students opportunities for educational experiences in the community if they have a need in the area of socialization, community interaction and independent living skills. As noted earlier, the district partners with The Community Guidance Center(CGC) of Indiana County by housing satellite offices in the elementary-middle school and the high school. CGC provides school-based therapy services to students with emotional difficulties.

# 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
Lifestyles Support Services	Nonresident	Northern Cambria School District and ACRP Hastings, PA	3
Cambria County Prison, Ebensburg, PA	Incarcerated	Appalachia Intermediate Unit 08	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Appalachian Youth Services, Ebensburg PA	Other	Emotional Support/Learning Support, Therapeutic	3
Northwest Human Services (NHS) Autism School, Altoona PA	Other	Therapeutic, Autistic Support and Emotional Support	4
Alpha Partial Program, Indiana PA	Other	Therapeutic and Emotional Support	2
Forest Hills School District	Neighboring School Districts	Full-Time Life Skills Support	2
Cambria Heights School District, Patton PA	Neighboring School Districts	Multi Disabilities Support	2
BRIDGE Program/IU8, Ebensburg PA	Other	Life Skills Support Program and Community Instruction	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 21, 2017

*Reason for the proposed change:* The district is creating a continuum of services.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Justification: Students are grouped according to age range so that only those students within a three year range are being educated in the classroom during that time frame.				
Locations:				
Northern Cambria School District (JB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 14	5	0.25
Justification: Students are grouped according to age range so that only those within a three year range are being educated together.				



Locations:				
Northern Cambria School District (JB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	5	0.25
Locations:				
Northern Cambria School District (JB)	A Middle School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 21, 2017

*Reason for the proposed change:* The teacher currently serves only students that receive learning support.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Northern Cambria School District (WB)	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 21, 2017

*Reason for the proposed change:* The district is creating a continuum of services.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	7	0.5
Locations:				
Northern Cambria School District (JT)	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	8 to 10	7	0.5
Locations:				
Northern Cambria School District (JT)	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #4

*Operator:* School District

#### PROGRAM DETAILS

Type: Position

Implementation Date: August 21, 2017

Reason for the proposed change: The district is creating a continuum of services.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	8	0.5
Locations:				
Northern Cambria School District (SN)	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	10 to 12	10	0.5
Locations:				
Northern Cambria School District (SN)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: August 21, 2017

Reason for the proposed change: The district is creating a continuum of services.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	3	0.15
Locations:				
Northern Cambria School District (C.B.)	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	10 to 12	2	0.25
Locations:				
Northern Cambria School District (C.B.)	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	10 to 12	2	0.1
Locations:				
Northern Cambria School District (C.B.)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 12	3	0.15

Locations:				
Northern Cambria School District (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	1	0.1
Locations:				
Northern Cambria School District (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.25
Locations:				
Northern Cambria School District (CB)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	1
Locations:				
Northern Cambria School District	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	12	1
Locations:				
Northern Cambria School District	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: August 21, 2017

Reason for the proposed change: The district is creating a continuum of services.

**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	10	0.5
Locations:				
Northern Cambria School District (MH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	4	0.25
Locations:				
Northern Cambria School District (MH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	3	0.25
Locations:				
Northern Cambria School District (MH)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #9**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: August 21, 2017

Reason for the proposed change: The district is creating a continuum of services.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	16	0.8
Locations:				
Northern Cambria School District (JC)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	2	0.1
Locations:				
Northern Cambria School District (JC)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.1
Locations:				
Northern Cambria School District (JC)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016*Reason for the proposed change:* The district is creating a continuum of services.**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	8	0.5
Locations:				
Northern Cambria School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	6	0.5
Locations:				
Northern Cambria School District	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016*Reason for the proposed change:* The district is creating a continuum of services.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	1	0.1
Locations:				
Northern Cambria School District (AC)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016*Reason for the proposed change:* The district is creating a continuum of services.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	6	0.2
Locations:				
Northern Cambria School District (AC)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	5	0.5
Locations:				
Northern Cambria School District (AC)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	2	0.2
Locations:				
Northern Cambria School District (AC)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	43	0.75
Justification: Speech and Language services are provided to students who fall within the 3 year age range.				
Locations:				
Northern Cambria School District	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	10 to 13	17	0.2
Locations:				
Northern Cambria School District	A Middle 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	15 to 16	3	0.05
Locations:				
Northern Cambria School District	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 6, 2018*Reason for the proposed change:* Students in higher grades were identified**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	9	0.75

Locations:				
Northern Cambria School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	3	0.25
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* March 6, 2018

*Reason for the proposed change:* The student in the present location has left the district and a student with a visual impairment has moved into the district in third grade.

*Justification:* Compliance for proximity to home was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* Box #1-- no travel is required.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.05
Locations:				
Northern Cambria School District	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #16**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 7	1	0.02
Locations:				
Cambria Heights 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	18 to 18	2	0.04
Locations:				
Ebensburg Apartment Program (BRIDGE)	A Senior High School Building	A building in which General Education programs are operated		





### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Occupational Therapy	Outside Contractor	11 Hours
Physical Therapy	Outside Contractor	3 Hours
School Social Work	Intermediate Unit	2 Days
Sign Language Interpreter	Intermediate Unit	5 Days
Transition Services	Intermediate Unit	3 Minutes

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>The Northern Cambria School District will develop and facilitate ongoing and sustained professional development to increase knowledge and skills in the area of autism. The district has been able to provide parents and instructional staff with knowledge, skill and insight to appropriately address the needs of autistic students. The district anticipates that all professional staff and paraprofessionals will continue to receive training in the area of autism. The goal of the professional development is to increase the ability of district staff to meet the unique needs of students with Autism Spectrum Disorder (ASD) in the regular classroom and within the general education curriculum with effective supports. The district will expand its training to all support staff including cafeteria workers and bus drivers.</p> <p>The goal of the professional development is to increase the ability of district staff to meet the unique needs of students with Autism Spectrum Disorder (ASD) in the regular classroom with effective supports. The district would like to increase the percentage of students with Autism Spectrum Disorder in the regular education classroom by 2% each year. The district also wishes to expand its training in the area of ASD to 100% of support staff including cafeteria workers and bus drivers.</p>
<b>Person Responsible</b>	Robert T. Truscello, Director of Special Education and Mr. Robert Rocco, Superintendent
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.5
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	110
<b>Provider</b>	Northern Cambria School District Specialists with Intermediate Unit 8 Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes

<b>Knowledge Gain</b>	Participants will gain knowledge and skills to identify the strengths and needs of students with ASD. Identify potential barriers students may face in the classroom and explore ways to combat those barriers. Instructional strategies valuable to the support of this population are highlighted.
<b>Research &amp; Best Practices Base</b>	Professional development content rooted in current research in best practices shared by specialists from the Intermediate Unit, and PaTTAN.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>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>
<b>Participant Roles</b>	<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>Related Service Personnel</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> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>The goal of the professional development is to increase the percentage of students with Autism Spectrum Disorder in the general education classroom by 2% each year. The Northern Cambria School District will also expand its training in the area of ASD to 100% of support staff including cafeteria workers and bus drivers.</p>

## Behavior Support

<b>Description</b>	<p>The Northern Cambria School District will provide ongoing and sustained professional development in the area of positive behavioral support and interventions. Professional staff and paraprofessionals will be trained to identify behavioral triggers, problem behaviors, functions of the behavior and monitor use of positive behavioral supports and interventions. Instructional assistants are re-certified annually in non-violent crisis training and additional de-escalation strategies.</p> <p>The goal of this training will be a 1% decrease in behavioral referrals to Northern Cambria School administrative staff each year over the duration of the plan. The district would like to maintain a level of zero restraints in the district.</p>
<b>Person Responsible</b>	Robert T. Truscello, Director of Special Education, April Morealli, School Psychologist and Robert Rocco, Superintendent
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	3.5
<b># of Sessions</b>	3

<b># of Participants Per Session</b>	37
<b>Provider</b>	The Northern Cambria School District with Intermediate Unit Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Knowledge gained will be the identification of barriers for triggering problem behaviors, identification of problem behaviors their triggers and signals, development of functional behavioral assessments, monitoring the use of positive behavioral supports and interventions and addressing the unique strengths and needs of students.
<b>Research &amp; Best Practices Base</b>	Professional development content rooted in current research in best practices shared by specialists from the Intermediate Unit and PaTTAN.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p>

	Paraprofessional New Staff Other educational specialists Related Service Personnel 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting
<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. Classroom student assessment data Participant survey The Northern Cambria School District will monitor the number of office referrals and disciplinary exclusions hoping to see a 1% decrease of students with IEPs referred to the office, or suspended each year over the course of this plan.

## Paraprofessional

<b>Description</b>	<p>The Northern Cambria School District will provide ongoing and sustained professional development to increase knowledge and skills of district paraprofessionals. All district paraprofessionals will gain knowledge through 20 hours of training each year. This training will expand their knowledge base and skills which will directly benefit our students. Training will be provided in autism, confidentiality, specific disabilities, advocacy, non-violent crisis intervention, de-escalation techniques, one on one training targeting personal care aide students, CPR/First-Aid training and intervention strategies.</p> <p>The goal of this training is for the Northern Cambria School District to provide</p>
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	100% of district para-professionals with 20 hours of targeted training each year.
<b>Person Responsible</b>	Robert T. Truscello, Director of Special Education and Robert Rocco, Superintendent
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	5.0
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	23
<b>Provider</b>	Northern Cambria School District and IU08
<b>Provider Type</b>	Association
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Participants will gain knowledge and skill in the areas of autism, confidentiality, specific disabilities, advocacy, non-violent crisis intervention, de-escalation techniques, one on one training targeting personal care aide students, CPR/First-Aid training and intervention strategies.
<b>Research &amp; Best Practices Base</b>	Professional development content rooted in current research in best practices shared by specialists from the school district, the IU and PaTTAN.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>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>	Series of Workshops Department Focused Presentation
<b>Participant Roles</b>	Paraprofessional New Staff 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  Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity The Northern Cambria School District will monitor facilitation of professional development to district para-professionals. 100% of district para-professionals will receive 20 hours of training each year.

### Reading NCLB #1

<b>Description</b>	In 2017 students with IEPs scored an average of 8.2% lower on the PSSA Reading Assessment than students without disabilities. 45.2% of all students (Grades 3-8) scored at or above proficiency. 15.4% of students with IEPs (Grades 3-8) scored at or above proficiency. Data trends from 2011 to 2013 indicate students with IEPs scored an average of 48% lower on PSSA Reading Assessments. Data trends from 2011-2013 also indicate reading scores of students with IEPs showed less disparity in grades 5 and 8 (scoring only an
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	<p>average of 35% lower on PSSA Reading Assessments).</p> <p>This evidence indicates that PSSA reading proficiency levels are consistently lower for district students with IEPs. The goal of the Northern Cambria School District is to provide effective reading instruction at the student's instructional level using direct reading instruction and progress monitoring while maintaining access to grade-level standards in the general education curriculum.</p> <p>The goal of this training is to train 100% of the special education teachers in the use of research based instructional materials, assessments, progress monitoring and data analysis to help them develop goals for expected levels of progress. The goal for regular education teachers will be to use best practices to provide increased access for all students to the general education reading curriculum. The NCSd hopes to see a 2% decrease in disparity on the PSSA each year when comparing the scores of students with and without disabilities.</p>
<b>Person Responsible</b>	Robert Rocco Superintendent
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	35
<b>Provider</b>	Northern Cambria School District and Agency and IU Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Educators will gain knowledge in the area of research based instructional materials and assessments. Knowledge will also be gained in the area of best practice to provide increased access of all students to the general education reading curriculum.
<b>Research &amp; Best Practices Base</b>	Professional development content rooted in current research in best practices shared by specialists from the IU and PaTTAN.
<b>For classroom teachers, school counselors and</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<b>education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation Series of Workshops Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 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 Joint planning period activities</p>

<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Evidence indicates that PSSA reading proficiency levels are consistently lower for district students with IEPs. The goal of the Northern Cambria School District is to provide effective reading instruction at the student's instructional level using direct reading instruction and progress monitoring while maintaining access to grade-level standards in the general education curriculum. The district hopes to see a 2% decline in the discrepancy between proficiency achievement measures of students with and without IEPs</li> </ul>
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## Transition

<b>Description</b>	<p>The Northern Cambria School District will provide ongoing and sustained professional development in the area of transition planning. Through continual professional development in the area of transition the following activities already take place for students in grades 9-12. Each student completes a career exploration project beginning in grade 9. The project includes three written papers describing two careers of their choice. Students are encouraged to participate in job shadow opportunities, and college/vocational training facility visits. Special education teachers assist the students in completing interest inventories, exploring career linkages, and meeting with outside agencies. Career Link presents a lesson every year to district special education students. The district participates in career/job fairs each year. Many students with disabilities participate in programming half a day at Admiral Peary Vocational Technical School. Students can be employed by the Cambria County Association for the Blind and Handicapped. If needed students participate in Community Based Instruction (CBI). The district encourages all families to have an open case with the Office of Vocational Rehabilitation Services (OVR). The district allows OVR access to the NCHS to open student cases.</p> <p>The goal of this ongoing and sustained professional development is to see at</p>
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	least a 1% increase in students finding competitive employment, or gaining entrance into post-secondary settings each year.
<b>Person Responsible</b>	Robert Rocco, Superintendent and Robert T. Truscello, Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	35
<b>Provider</b>	Northern Cambria School District with IU08 Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Knowledge will be gained in the area of effectively assessing student strengths, interests and needs as related to desired post-school outcomes (Independent Living, Employment, and Post-Secondary Training).
<b>Research &amp; Best Practices Base</b>	Professional development content rooted in current research in best practices shared by specialists from the Appalachia Intermediate Unit and PaTTAN.
<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>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	<p>Series of Workshops  Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers  School counselors  Paraprofessional  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers  Creating lessons to meet varied student learning styles  Peer-to-peer lesson discussion  Journaling and reflecting</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey  Portfolio</p> <p>The Northern Cambria School District will monitor post-school outcomes of graduating students through state and district measures. Review of data is expected to indicate a 1% increase each year of students with disabilities achieving desired post-secondary outcomes.</p>

# Special Education Affirmations

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

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

**Affirmed by Robert Rocco on 11/21/2017**

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*Board President*

**Affirmed by Robert Rocco on 11/21/2017**

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*Superintendent/Chief Executive Officer*