

Charleroi SD

**Special Education Plan Report**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

125 Fecsen Drive  
 Charleroi, PA 15022  
 (724)483-3509  
 Superintendent: Edward Zelich  
 Director of Special Education: Elaina Zitney

## Planning Committee

Name	Role
Nick Arico	High School Teacher - Regular Education : Special Education
Adam Brewer	Administrator : Special Education
Dana Corrin	High School Teacher - Special Education : Special Education
Mark Killinger	Building Principal : Professional Education Special Education
Marymargret Naylor	Elementary School Teacher - Special Education : Special Education
Amy Nelson	Building Principal : Professional Education Special Education
Marissa Rorabaugh	Parent : Special Education
Barb Todaro	High School Teacher - Special Education : Special Education
Ed Zelich	Administrator : Professional Education Special Education
Elaina Zitney	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 265

### *Identification Method*

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

The Charleroi Area School District believes that students are entitled to a free and appropriate education and that all students must be placed in the least restrictive environment. The Charleroi Area School District uses the Discrepancy Model to determine specific learning disabilities. When a student is referred by the parent, teacher or an administrator, first the district implements a child study consisting of a Student Assistance referral and meetings with the teachers, principal and guidance counselors. During this time, different strategies are implemented and data is collected to determine if the child needs an evaluation. Throughout this process, there is constant communication between the district and parents at each level. We realize that collaboration is a key component in the discrepancy model.

For a child to be eligible using the discrepancy model, there are 4 domains that we must consider:

#### **Inclusionary**

##### **:1. Adequate achievement**

-we measure adequate achievement through age or state approved grade level standards. A student must be significantly below the performance level considered acceptable for the student's age or grade. Therefore, to demonstrate inadequate achievement relative to the standard, the student should be at or below the 10th percentile in order to meet the SLD qualification under this component..

##### **2. Discrepancy**

- The CASD currently uses a 15 point discrepancy model. However, we have numerous students with borderline intelligence which makes it extremely difficult to show this 15 point discrepancy. We would like to move to using the Discrepancy Table. This discrepancy Table makes the determination a more fair approach to identifying students with a learning disability. The table was developed on the basis of the regressed standard score discrepancy formula developed in 1983 by the US Department of Education-Office of Special Education Programs work group. Correlations between full scale or composite intellectual ability scores and academic achievement test scores provide the basis for the severe discrepancy formula.

#### **Exclusionary**

##### **: 3. Rule out**

vision, hearing or motor problems; intellectual disability, emotional disturbance, cultural and/or environmental issues, and limited English proficiency.

#### **4. Rule out lack of instruction by documenting:**

appropriate instruction by qualified personnel and repeated assessments.

In addition, the Charleroi Area School District is training staff in the Response to Instruction and Intervention (RTII) and Multi-Tiered System of Supports (MTSS). We are in the beginning stages of implementation at the elementary kindergarten and first grade level. We were awarded a non-competitive grant this year of \$5,000.00 to cover substitute teacher and training costs so that our staff can participate in project sponsored and related trainings. This was awarded to us through the Lancaster-Lebanon Intermediate Unit 13. We will be working with Intermediate Unit 1 staff and Pennsylvania Training and Technical Assistance Network to move toward RTII approval for identifying students with specific learning disabilities. Our team attended the RTII Boot Camp. In addition, the elementary and middle school principal, as well as the Director of Special Education attended the Michael Rettig School Scheduling workshop at Allegheny Intermediate Unit 3 in July, 2015. Last, we attended the RTII/MTSS Tier 3 Problem Solving Series, and we will continue with staff development and training towards our fluency of the RTII process.

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The Charleroi Area School District is over the state average for the percentage of students enrolled in special education. We are at 18.6 % and the state average is 15.4%. The disability category of emotional disturbance is disproportionate to the state percentage by 5.6%. The disability category of Specific Learning Disability is just over the state average by 2%. This is due largely in part to the regions socio-economic culture that is prevalent in the Mid-Mon Valley. Housing is very affordable in this area, whether renting or buying a home. The district has acknowledged this culture as well as the families that are migrating into the area working in the prevalence of the gas wells. The Charleroi Area School District employs a social worker who works alongside outside agencies at the middle and high school levels, for which the district has a contract to assist in meeting the needs of the emotionally disturbed students. At the elementary level, the district employs 2 guidance counselors who share in the responsibility of working with the students diagnosed as having an emotional disturbance. Another factor to consider with regard to the higher percentages in these 2 disability categories is that the district receives numerous transfer students that are already identified through their previous districts as a student with autism, emotional disturbance and specific learning disability. When necessary, the district evaluates/reevaluates those students entering the district with existing IEP's. The district employs 14 Highly Qualified Special Education Teachers as well as 3 Intermediate Unit 1 Classrooms with Highly Qualified Teachers to meet the needs of all special education students. In addition, we are implementing RTII/MTSS in the elementary levels. Implementation of interventions in reading and math as well as behaviors will hopefully decrease the amount of student referrals for evaluation. Our administration and

professional staff have taken part in PAttan training. PAttan has been on site as well to assist us in this endeavor. This is the latest information available to us from the 2013-14 Special Education Data Report.

### *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?

When students are in Foster Care or a Group Home within the Charleroi Area School District, we submit a form 1306 to the student's home district for verification of residency. We would then coordinate services with the home district, and provide them with progress reports quarterly. The only barrier that the district sees is that the separation of family and home often leads to a decrease in academics and creates discipline problems. The district ensures FAPE to any student with an IEP through assigning a district Special Education Teacher to manage their IEP and implement it per the students' individual needs.

### *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).

When a student is appointed to the judicial system or institution it is the responsibility of the courts to notify the district where the student is placed so that the district will send appropriate records. In addition, the school district in which the institution is located always sends an invoice for educational services provided which is paid promptly by our district Business Manager. There is a summary of Child Accounting that we receive, and we can compare that with our 4605's/tuition for those court placed, any APS, and any IU that is reporting for us. That is where the students are accounted and we given the "credit". There is a preliminary summary of Child Accounting that comes out in September, and we check that against our out of district placements, 4605, etc.

### *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 Charleroi Area School District provides aids, services, and other supports in general education classes, other education related settings, and in extra-curricular and nonacademic settings to enable children with disabilities to be educated with their non-disabled peers and to enable their access to the general curriculum to the maximum extent appropriate in accordance with the Chapter 14 regulations. A child is not necessarily removed from their age-appropriate regular curriculum solely because of needed modification in the general curriculum. For example, some students in the general education curriculum and classes receive a pass/fail grade. Some students are required to master only the "big idea". Some students may be allowed to give verbal responses rather than written responses. All of these are IEP team decisions based upon input from every member and the students' individual needs. The Charleroi Area School District provides supplementary aides and services to all students who need them, and they are designed to provide the student with meaningful educational benefit, while being provided in a manner that avoids stigmatizing students. In addition to modifications to the curriculum, supplementary aids and services are also provided in the general classrooms to address behavioral issues prior to placing the students in more restrictive settings. Some examples include a 1:1 paraprofessional or classroom paraprofessional, tickets to be able to go to a "cooling down" room, social work services and/or mental health services through Southwestern Pennsylvania Health Services contract with the district, positive behavior support plans and contracts, all of which foster increased participation of children with disabilities in the general education environments or other less restrictive environments.

Teachers at all building levels have time either in the mornings before students arrive or in the afternoon after the students leave to plan and/or collaborate to discuss any instructional arrangements. Those who co-teach have regular scheduled department meetings. Special education teachers who co-teach are highly qualified in that content area or have the content area on their teaching certificate. Professional development in the area of co-teaching is on-going in collaboration with the Intermediate Unit and PaTTAN. For our many students who use assistive technology, support and guidance is provided by the Intermediate Unit, and we also include the parents. The district also encourages the teachers to use the SAS portal, and provides professional development in that area as well.

In order for some students to access the general classrooms and curriculum, we provide modified

curricular goals as discussed previously. Some students are expected to master the big idea, and are offered alternative ways to demonstrate their learning such as verbal responses or a scribe. Tests are modified by fewer multiple choice answers, no true or false, shortened essays, word banks, repeated directions, study guides, examples, non-examples. We are also trying to move toward pre-teaching in the learning support or resource rooms and moving from the one teach/one assist model to Parallel, Station and Alternative teaching methods. The teachers have been provided access to resources that allow them to modify the text.

In some instances, our students are provided special seating and tables that accommodate their physical needs. Examples include tables that can be raised to accommodate a wheelchair and rifton chairs. Another student needed a special stethoscope for deaf/hard of hearing to access the vocational program he is enrolled. We have also provided special equipment to the physical therapist in order to lift a student or move to another location who then trained the 1:1 paraprofessional to use it daily with the student. We, of course, have accessible vans/busses, elevators, etc. that are required. The Charleroi Area School District has a state of the art Sensory Room in the elementary center that services students with diverse sensory needs. The sensory room provides environmental stimulation for all kinds of sensory needs.

Counseling supports and social skills instruction are provided at each building level. There are 2 guidance counselors at each building level for a total of 6. The district also employs a full-time social worker and certified school psychologist. All are responsible for the functional behavioral assessments conducted to establish individual positive behavior support plans. Guidance Counselors at the elementary level provide individual and group counseling to those with mental health needs, as well as to provide classroom instruction on social skills in all grade levels on a regular basis. At the middle school level, Guidance Counselors use the homeroom period to teach the school-wide positive behavior support. They also push in to classrooms to provide lessons that are age appropriate. The Social Worker works at both the middle and high school levels doing individual and group counseling working closely with the emotional support teachers. High school guidance counselors foster peer supports and cooperative learning/utoring for students who have the need. They facilitate friendships of those students in all settings of the school.

We have a continuum of services on our campus that includes learning support, emotional support, autistic support, and life skills support. We also have itinerant services for our hearing and vision support through the Intermediate Unit. The Charleroi Area School District has few students receiving services out of the district in private or other institutions. This only occurs when education in the home school setting with supplementary aids and services cannot be achieved satisfactorily. When removed from the home educational setting, it is always through the IEP process, and then the students are monitored for their progress and returned as quickly as possible. We have only one district-placed residential student who is at McGuire Memorial. This student is parentally placed in the residential due to extenuating circumstances in the home. Since the employment of a devoted special education director, many of the students placed out of the district have been returned to the district. There are currently 2 students placed at a partial hospitalization, which the referral came from a psychiatric doctor, and the IEP team agreed that the students were not making adequate progress in the regular school. One student is at the NHS School due to violent and escalated behaviors that could not be managed, even with supplemental aids and services within the home school. Another student is placed at the Wesley Spectrum School. He has been there for several

years. He will be graduating, he is meeting with success, and would like to graduate from there this school year, 2016. Other out of district students whose mental health needs require counseling and assistance throughout the day are placed in a comprehensive therapeutic setting at campus schools through Intermediate Unit I where their progress is reported and reviewed for return each 20 days. Currently there are 7 students total from grades k-12 in that program. Last, we have 2 students in a vocational related life skills setting at the Intermediate Unit 3 (Allegheny Intermediate Unit). There they are able to learn daily more skills that are vocational related than here in our district Life Skills Support classroom.

According to the Indicator 5 section of the SPP, Educational Environments, the number of special education students inside the regular class 80% or more of the day as compared to the state is 46%, under the state average of 62%. At the elementary level, there are currently no co-taught classes. We will incorporate training into the comprehensive plan for these teachers and administration. This is in addition to the RTII/MTSS training that will also enhance our students being educated in the regular classroom settings. The percentage of students being educated inside the regular class less than 40% of the day is 16.6% compared to the state average of 8.9%. Again, professional development and scheduling is necessary at the elementary level in order for us to improve this percentage to at least the state average. For special education in other settings, we are right at the state level with 4.4% compared to 4.8%.

Successful programs and agency supports implemented within the Charleroi Area School District include Social Work services through Intermediate Unit I, Community Mental Health Agency support through Southwestern Pennsylvania Human Services, an Alternative Education Program Consortium Member operated by Intermediate Unit I, Charleroi Cyber School, Community Based Vocational Training, transition planning and programming, School Psychologist, Try Again Homes, CYS and Washington County Juvenile probation.

The Charleroi Area School District is working to implement Response to Instruction and Intervention and the Multi-Tiered System of Supports in collaboration with the Intermediate Units and PaTTAN. The district has attended a 3 day RTII Boot Camp with a team of staff who will be working with students during intervention and enrichment times. That staff includes the Reading Specialists/ Title I teachers, speech and language pathologists, and school psychologist. A stipend was awarded the district to attend a 3 day Tier III Problem Solving training at the Allegheny Intermediate Unit in October, 2015. This training precedes the October 9th in service date in the district where the IU will be training 17 of our staff in co-teaching. The principals attended the Dr. Michael Rettig School Scheduling Workshop to aide them in the scheduling process for time in the day for interventions, common planning times, and other components necessary to be successful in RTII/MTSS.

### *Behavior Support Services*

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require

immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Charleroi Area School District has contracted with PSBA to update all policies. This process should be completed 2016. The School Board of Directors will approve the district policy for Behavioral Support services in 2016. The policy meets the state requirements for providing behavioral supports for students with disabilities throughout the district and in out of district placements.

In all three district buildings High School, Middle School and Elementary Center we have implemented a Student Assistance Program (SAP) that works with teachers, administration, social workers, and members of outside agencies to focus on students that have drug and alcohol as well as social and behavior problems that affect their learning and achievement. Interested teachers are trained yearly to qualify as members of the SAP program. We recognize that we need district wide training in de-escalation. We will begin that process in the spring of 2016 by training 5 individuals in each building. The Intermediate Unit I staff in our district are already trained using the Safety Care Program. We have already trained staff in completing functional behavioral assessments and positive behavior support.

In February, 2016 we will have 3 teachers from each building level trained in De-escalation. Intermediate Unit 1 will be providing this training. We acknowledge that we need to train all staff in De-escalation and positive behavior support. We will be asking our School Board of Directors to approve 4 - 2 hour delay days into our school calendar for the upcoming 2016-17 school year in order to be able to get more professional development in this area as well as the other mandated trainings for special education.

In the case of behaviors that may require immediate intervention the following de-escalation techniques are to be used: Proximity, positive reinforcement, token economy systems, peer supports, instructional and behavioral aides, and counseling. If behaviors are violent in nature, staff are directed to clear the classroom and attempt to deescalate the student. Bus drivers were provided Safety Care training at in service in August, 2014 through the Intermediate Unit I.

The district has a full time Social Worker on staff who works alongside the Emotional Support students at the middle and high school levels, as well as with other students who require counseling services. At the elementary level, there are 2 guidance counselors who serve the same function in addition to their other guidance roles.

The district also has the services of a Licensed Psychiatrist who comes to the district once a month, and has intensive interagency services from Licensed Counselors from Southwest PA Health Services (SPHS).

We are in the process of collaborating with Intermediate Unit I and PATTAN in hopes of training all of our faculty and staff in Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System. We want to implement the 3 tier approach with the characteristics of interventions being positive rather than reactive or punitive, conditions that are contributing to inappropriate behavior being carefully managed or eliminated, multiple opportunities for positive, corrective feedback while eliminating critical or negative feedback, and teaching prosocial behaviors, practicing them, and making them routine until they become automatic. We understand that this will be a process and will likely take place during the years this plan is in place.

### *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.

Within the Charleroi Area School District there is a continuum of services from itinerant through full time depending on the level of need, all types of support are available within the school district. Out of district placements include I U #1 Campus at Clark, I U # 1 Campus at Laboratory, Mon - Valley School, Wesley Spectrum, NHS Autistic school, and McGire Memorial. For credit recovery and changing the needs of secondary students the Charleroi Area School District is offering a cyber learning opportunity in collaboration with Intermediate Unit 1. When the district identifies a student requiring intensive interagency coordination they submit a TAP report to the Department and identify the student as a Codero class member. If the IEP Team agrees that the student be placed on instruction conducted in the home as a short-term placement, the district electronically reports the student to the PA Department of Education (PDE) within five (5) days of the placement. The district uses the web-based reporting system, *Special Education Students at Home Reporting System*. The district supplies PDE with information about the student, his/her disability, the type of program or placement required, and the anticipated length and reason for the placement. The district provides reports to the Department as required, and also notifies them when this short-term placement has concluded. In addition, the special education director has access to the staff at PaTTAN Pittsburgh, Jeannine Brinkley, who has on occasion assisted us with this type of situation. When the district submits the above report to the Department, the student's case may be referred to the Regional Interagency Coordinator (RIC). The RIC, in consultation with the IUI Interagency Coordinator, makes an initial determination regarding whether the student requires intensive interagency coordination or if he/she can be served by another portion of the special education system, such as the Office for Dispute Resolution or the Division of Compliance Monitoring and Planning.

If the student requires intensive interagency coordination to access an appropriate educational placement, the RIC in consultation with the IU I Interagency Coordinator, will assess the matter and determine the barrier preventing the student from receiving the agreed-upon placement. If necessary to resolve the matter, the RIC will promptly schedule a meeting of the local interagency team. If the student's placement is not resolved with 30 calendar days by the local interagency team, the RIC will forward a report to the Director of the Bureau of Special Education for appropriate

intervention with other state agencies based on the presenting issues.

If the district has a student who, because of a severe medical condition or mobility impairment, is unable to leave home to attend school and the IEP team decides that instruction conducted in the home is a free appropriate public education for this student, the district reports the student electronically to the Department using the system mentioned above. The IEP Team meets every three (3) months to review the special education and related services and decides in the placement in the home is still appropriate. Updated reports are submitted to the Department.

Occasionally, a student with special needs may require homebound instruction due to a temporary excusal from compulsory attendance in the same manner as a non-disabled student. The district reports to the Department all students with special needs who are placed on homebound instruction even though this is not a special education placement option. When a student with special needs no longer requires homebound instruction, the district submits a report to the Department the date that the student returned to school.

Much of the success of these programs is due to the collaboration among parents, social work members of outside agencies and a dedicated school district staff.

### *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.

We want our four main areas of strengths at Charleroi Area School District to include:

- A. Commitment to our students and their educational needs
- b. Professional development for our staff
- c. Training for our parents/guardians and community members
- d. We look at each child as an individual and adapting their educational program

The district will continue to offer a continuum of services based on the child's individual needs. The classes at all levels include learning support, emotional support, autistic support, life skills support, and multiple disability support; related services including Speech & Language, Occupational Therapy and Physical Therapy are included for all students that qualify, as well as hearing and vision. We also provide orientation and mobility to students who are visually impaired, and we are looking at providing training to our special education staff who work with students with intellectual disabilities who may also need travel training as part of their transition. We collaborate with the Intermediate Unit 1 for assistive technology services. No service is ever denied a student where there is a need.

Professional development training for our staff include meetings held at least once a month including current research and best practices available and up to date resources issues and concern in classrooms this is done in small groups and by building level. We have also had training in curricula areas that address state and local testing requirements and co-teaching. We need our

entire staff to have training to address positive behavior support, de-escalation, and autism. We provide training to all staff annually in the areas of confidentiality, HIPPA, and mandated reporting. The district has conducted parent surveys and we will use those surveys to include parents in trainings that focus on understanding the IEP, autistic support, accommodations, evaluation and re-evaluations, understanding individual child schedule and process, after school programs, supplemental aids and services, transition/graduation, and PA Core Standards. Upon developing the school calendar for the 2016-17 school year, we will be including 4 days for which we will have two-hour delays for the students. Professional staff will report as usual so that there is time for these trainings to be provided. These will be in addition to the in service days built into the school calendar. We also have a new district web site that allows parents, students and staff access to many resources at any time.

Examples of how the district can adapt to meet needs of individual students: participate in athletics and extra curricular activities, use of the vocational technical classes for kinesthetic instruction, community based instruction, job shadowing, community based OVR, employment opportunities, assistance with resume writing, job shadowing and employment skills and citizen based skills. Support in helping students qualify for the military through credit recovery offered by the district cyber school and project based assessments, assistance with child care concerns, differentiated/modified schedules and alternative schooling for those that need extra assistance. One example is a student who is deaf/hard of hearing participates in the nursing program at the Career and Technology Center, and is provided a special stethoscope in order to access the program. He is also provided a sign language interpreter the entire school day.

The Charleroi Area School District Board of Directors hired a Program Director since the last Special Education plan was written. This has enabled the district to have a more efficient special education department, as well as to maintain compliance and train the staff in every day issues of special education. As a result, through the transfer of entities, we were able to take over three of the six special education classes through attrition. The middle school autistic support teacher was trained during the summer in the TEACCH method. No teacher was involuntarily transferred to any of the positions. To date, it has been a great success. We want to continue their training in the Alternate Eligible content. Links have been provided them to use during their preparation periods.

# 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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students
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			<b>Placed</b>
Intermediate Unit 1 Educational Campus at Laboratory	Special Education Centers	Multiple Disability Support	1
Wesley Spectrum Highland Services/Caste Drive, Pgh.	Special Education Centers	Therapeutic Emotional Support	1
NHS Ellsworth	Special Education Centers	Autistic Support	1
Mon Valley School	Special Education Centers	Life Skills Support	2
McGuire Memorial	Other	Residential multiple disabilities including blindness	1
Bentworth Partial Hospitalization	Neighboring School Districts	partial hospitalization	2
Intermediate Unit 1 Campus at Clark	Special Education Centers	Emotional Support	6
Intermediate Unit 1 Campus at Laboratory	Special Education Centers	Emotional Support	4
Intermediate Unit 1 Campus at Laboratory	Special Education Centers	Autistic Support	1
NHS Hermine	Special Education Centers	Autistic Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* December 7, 2015

*Reason for the proposed change:* Updating the special education plan for the comprehensive planning.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Elementary Center - Naylor	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	47	1

Justification: This is a related service provider only, students meet in small groups within their same age peers

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

Type: Class

Implementation Date: December 7, 2015

Reason for the proposed change: updating the special education plan for the comprehensive planning.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Middle School High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 18	46	1

Justification: This is a related service provider only, students meet in small groups within their same age peers

**Program Position #3**

Operator: Intermediate Unit

**PROGRAM DETAILS**

Type: Class

Implementation Date: December 7, 2015

Reason for the proposed change: updating for the special education plan for the comprehensive planning.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 11	7	0.9

Justification: This is an AS program covering grades K-5

Charleroi Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	1	0.1
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**Program Position #4**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: December 7, 2015

Reason for the proposed change: updating the special education plan for the comprehensive planning

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center - Bowker	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	5 to 8	5	0.15

		are operated					
Elementary Center - Hite	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	11	0.85

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 7, 2015*Reason for the proposed change:* updating the special education plan for the comprehensive planning**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center - Teaters	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	1	0.1
Elementary Center - Teaters	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	15	0.9

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 7, 2015*Reason for the proposed change:* updating the special education plan for the comprehensive planning**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center -Hite	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	1	0.2
Elementary Center - Hite	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	16	0.8

**Program Position #7**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 7, 2015

*Reason for the proposed change:* updating special education plan for comprehensive planning

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School - Walsh	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	8	0.3
Middle School - Walsh	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	0.7

**Program Position #8**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 7, 2015

*Reason for the proposed change:* updating special education plan for comprehensive planning

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School - Coldren	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	5	0.25
Middle School - Coldren	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	14	0.75

**Program Position #9**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 7, 2015

*Reason for the proposed change:* updating for the special education plan for comprehensive planning

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School -	A Senior	A building in	Itinerant	Learning	14 to	5	0.45

Corrin	High School Building	which General Education programs are operated		Support	19		
Justification: the students are in high school and are not serviced in the same classrooms at the same time.							
High School - Corrin	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	11	0.55
Justification: the students are in high school and are not in the same classes at the same time.							

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 7, 2015*Reason for the proposed change:* updating the special education plan for the comprehensive planning**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School - Clair	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	9	0.5
High School - Clair	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.5

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 7, 2015*Reason for the proposed change:* updating the special education plan for the comprehensive planning**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School - Barbero	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	11	0.4
High School - Barbero	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.6

**Program Position #12***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 7, 2015*Reason for the proposed change:* updating the special education plan for the comprehensive planning.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	6	0.5
Charleroi High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 18	6	0.5

**Program Position #13***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* student moved to high school within the duration of this plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.02
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.02
Charleroi High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.02

**Program Position #14***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016

*Reason for the proposed change:* student moved from middle school to high school since the last plan.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	17 to 17	1	0.04

**Program Position #15**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 7, 2015

*Average square feet in regular classrooms:* 725 sq. ft.

*Square footage of this classroom:* 725 sq. ft. (25 feet long x 29 feet wide)

*Reason for the proposed change:* updating the special education plan for the comprehensive planning

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Area School District Middle School - Miller	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 13	5	1

**Program Position #16**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* December 7, 2015

*Average square feet in regular classrooms:* 800 sq. ft.

*Square footage of this classroom:* 702 sq. ft. (26 feet long x 27 feet wide)

*Reason for the proposed change:* updating special education plan for the comprehensive planning

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	7 to 10	6	0.6
Justification: The students in this classroom are Intellectually Disabled, and is a low incidence disability category for this district. There are not enough students to warrant 2 separate classes to remain within the age range.							
Charleroi Elementary Center	An Elementary	A building in which	Supplemental (Less Than 80%	Life Skills	7 to 10	3	0.4

	School Building	General Education programs are operated	but More Than 20%)	Support			
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**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2016*Average square feet in regular classrooms:* 800 sq. ft.*Square footage of this classroom:* 650 sq. ft. (26 feet long x 25 feet wide)*Reason for the proposed change:* updating special education plan for comprehensive planning**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Middle School-Hayden	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	9	0.65
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	2	0.1
Charleroi Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 7, 2015*Average square feet in regular classrooms:* 800 sq. ft.*Square footage of this classroom:* 800 sq. ft. (25 feet long x 32 feet wide)*Reason for the proposed change:* updating special education plan for the comprehensive planning**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Middle School- Todaro	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 12	1	0.2
Charleroi Middle	A Middle	A building in	Supplemental	Life	11 to	4	0.8

School- Todaro	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Skills Support	12		
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**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 7, 2015*Reason for the proposed change:* updating special education plan for comprehensive planning**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Elementary Center-Behrendt	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	13	0.8
Charleroi Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	1	0.2

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* December 7, 2015*Reason for the proposed change:* updating the special education plan for the comprehensive planning.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi High School-Morich	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	8	0.5
Charleroi High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	5	0.5

**Program Position #21***Operator:* Intermediate Unit**PROGRAM DETAILS**

Type: ClassandPosition

Implementation Date: August 29, 2011

Average square feet in regular classrooms: 702 sq. ft.

Square footage of this classroom: 437 sq. ft. (23 feet long x 19 feet wide)

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Charleroi Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 7	1	0.2
Charleroi Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	6	0.8

#### Special Education Support Services

Support Service	Location	Teacher FTE
Intermediate Unit 1 Assistive Technology - Vision	Charleroi Elementary Center and Charleroi High School	0.04
Intermediate Unit 1 - Interpreter	Charleroi High School	1
Intermediate Unit 1 Orientation and Mobility	Charleroi Elementary Center	0.01

#### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Worker	Intermediate Unit	5 Days
Psychologist	Intermediate Unit	5 Days
Occupational Therapy	Intermediate Unit	2 Days
Physical Therapist	Intermediate Unit	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Charleroi Area Autistic Support teachers will attend autism conferences at Intermediate Unit 1, Pattan in Pittsburgh and regional conferences to obtain the most current research on autism. These autistic support teachers will come back to our district and present to our teachers the topics that they have gained information from. Topics include: assessment in instruction with autistic students, behavior interventions for autistic students, communication and social skills for autistic students. The IU#1 has provided an autistic support professional in order to work with staff on Precision Teaching Strategies which is a fluency based program, as well as behavioral strategies. This is on going throughout each school year. The Intermediate Unit 1 also provides monthly consultations to our district staff and parents through one of their TAC. We have made changes in our professional development schedule by building in 4 / 2 hour late student arrival days in order to insure that all the needs of our staff and children diagnosed with autism are addressed.
<b>Person Responsible</b>	Ed Zelich
<b>Start Date</b>	8/22/2016
<b>End Date</b>	8/22/2019
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.5
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	10
<b>Provider</b>	IU #1 & PATTAN
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Skills and strategies to use with students with autism
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.

<p><b>For classroom teachers, school counselors and education specialists</b></p>	<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>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>Series of Workshops Professional Learning Communities Offsite Conferences</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

## Behavior Support

<b>Description</b>	<p>Intermediate Unit 1 offers Safety Care training in groups of 10. Safety Care encompasses deescalation and restraints. We will be providing this instruction to groups of 10 staff at a time.</p> <p>The school district is undergoing many changes with regard to behavior support. We see the need for all staff to be trained in de-escalation techniques. The first 9 staff members to be trained will occur February 12, 2016. Each building principal had to select 3 staff to attend this first training. The Director of Special Education has spent considerable time and effort focusing on positive behavior support within the regular and special education classrooms. We also are training staff and are participating in Family Engagement series in hopes to incorporate Behavior Support.</p> <p>We are seeking consistency in positive behavior support across all building levels. Administrators are being asked to review school wide programs, one will be selected and implemented.</p> <p>We will be providing on going training to all special education teachers and guidance counselors in positive behavior, assistive technology use, functional behavioral assessments, and manifestation determinations.</p>
<b>Person Responsible</b>	Ed Zelich
<b>Start Date</b>	2/12/2016
<b>End Date</b>	8/22/2019
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	8.0
<b># of Sessions</b>	13
<b># of Participants Per Session</b>	10
<b>Provider</b>	IU#1
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Provide staff with professional development regarding educational and legal knowledge of behavioral support systems required in the classroom and through a child's IEP. Provide our administrators with alternatives to suspension and expulsions. Provide parents/guardians with information and support so that they can be active participants in their child's educational program. The ultimate goal of the district is to develop the skills and knowledge through not only administration and staff, but also enabling parents and students the opportunity to work collaboratively with school personnel to address behavioral issues that may affect student achievement in their home school.
<b>Research &amp; Best Practices Base</b>	Based on students with autistic support and emotional support needs, their IEP's require the educational system to develop positive behavior support plans, conduct functional behavior assessments, and if behaviors result in disciplinary action, a manifestation determination is required. Having additional training in these areas is advantageous for the autistic and emotional support teachers, as well as the general education teachers who may also have these students in their classes. Safety Care emphasizes deescalation techniques and recognizing anxiety in students. We will not be training staff to restrain.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel 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
<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 SPP graduation/drop out rate, suspensions and expulsions.

## Paraprofessional

<b>Description</b>	The district provides paraprofessional training to gain their required 20 hours of instruction to maintain their highly qualified status. Over the next 3 years topics will include but not be limited to: Deescalation, assistance with classroom management, Autism, transition, curriculum through reinforcement of instruction and collection of progress monitoring data.
<b>Person Responsible</b>	Ed Zelich
<b>Start Date</b>	8/21/2013
<b>End Date</b>	8/22/2019
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	8.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	10
<b>Provider</b>	District and IU#1
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities
<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
<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

## Reading NCLB #1

<b>Description</b>	The district focus this year in the area of reading is in Response to Instruction and Intervention/Multi-tiered Systems of Support. We are beginning at the elementary level, working with Kindergarten and first grade teachers. Teachers are learning to have common instructional objectives for throughout the school year at each grade level. Teachers in grades K & 1 utilize Dibels testing 3 times throughout the year to monitor progress of the students. Students are also placed in Tiers at these levels. Teachers in grades 2 - 5 utilize Bader testing
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	<p>in order to monitor reading fluency and reading comprehension levels of all students in order to monitor their progress. In grades 6-12 special education teachers continue to use the Bader testing 3 times per year in order to monitor the progress levels of their students and to provide up to date data for instructional goals in their IEP's. The reading goals in the IEP's reflect the Bader testing. Supplemental reading materials are utilized in the special education classrooms to increase reading among the students. The district will also be providing on going LETRS and Wilson Foundation trainings to the teachers at the elementary levels.</p> <p>The Charleroi Area School District currently is a Target Assisted Federal Program. We will be moving toward School Wide Programming beginning with the 2016-17 School Year in order to utilize the Federal funding for all students in the elementary center. The Charleroi Area School District is also a recipient of the RLIS grant funding in which we are providing reading during the summer months for grade levels k-2. We are also using that funding to collaborate with Community Action Southwest Headstart in our area. Our Reading Specialists will be visiting those programs providing reading lessons in order to aid in the transition to school age programs. They will also be providing after school parent trainings focusing on Math and Reading Common Core Standards. Through the 21st Century Learning grant, we will be providing after school programs at both the elementary and middle school levels to assist our students in math and reading.</p>
<b>Person Responsible</b>	Ed Zelich
<b>Start Date</b>	8/22/2016
<b>End Date</b>	8/22/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	40
<b>Provider</b>	Pattan & IU#1
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.

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

	peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity decrease in referrals to special education

## Transition

<b>Description</b>	<p>Each year over the course of this plan teachers who have students of the transition age 14 - 21 on future transitions to post-secondary opportunities such as work force, technical school, college, military, and independent living within the duration of their IEP will have ongoing support of the required paperwork and documents necessary to address transition. They will be provided with the services available in the local community to support students transitioning in adult life as well as other Indicator 13 and or 14 as is appropriate and any other new requirements that need to be implemented. The district will continue to provide community based instruction to those students who would benefit from exposure to a vocational-based experience. Transition assessments will be provided and reviewed for the teachers to use for the information that they need. Plans include finding time in a secondary teacher's schedule to act as Transition Coordinator for 1-2 periods per day.</p>
<b>Person Responsible</b>	Ed Zelich
<b>Start Date</b>	8/21/2016
<b>End Date</b>	8/22/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	5
<b>Provider</b>	IU#1 & District
<b>Provider Type</b>	IU

<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>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>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Working with community based partners to develop and implement vocational based opportunities
<b>Evaluation Methods</b>	Increase the districts Indicator 14 graduation and drop out rate

# 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*