

Corry Area SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

540 East Pleasant Street
 Corry, PA 16407
 (814)664-4677
 Superintendent: William Nichols
 Director of Special Education: Sheri Yetzer

Planning Committee

Name	Role
Dr. Doris Gernovich	Board Member : Special Education
Carrie Anthony	Ed Specialist - School Psychologist : Special Education
Terri Fowler	High School Teacher - Special Education : Special Education
Andy Kuzma	Middle School Teacher - Special Education : Professional Education Special Education
Olivia Wojcicehowski	Middle School Teacher - Special Education : Special Education
Susan Bailey	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 459

Identification Method

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

The Corry Area School District currently utilizes the discrepancy model to determine eligibility for students with specific learning disabilities. All schools utilize a building level screening team model, Child Study (elementary) and Student Assistance Program (SAP) (secondary), by which to review individual cases, gather data and track effectiveness of interventions. Longitudinal data is collected for each student and is used in the analysis of achievement and ability testing to determine severity of discrepancy for identification. In addition, documentation is provided to rule out:

- Vision, hearing, or motor problems
- Intellectual disability
- Emotional disturbance
- Cultural and/or environmental issues
- Limited English proficiency
- Lack of instruction by qualified personnel

Referral Process:

The district utilizes a structured referral process that is reviewed with school staff at the beginning of each school year. Building administrators and counselors facilitate SAP and Child Study team meetings and data reviews, with regular participation by classroom teachers, School Psychologists, mental health counselors and Speech/Language Pathologists (SLPs). The process includes:

1. Screening, including vision and hearing.
2. Review of classroom performance, assessments, and interventions provided prior to referral
3. Ongoing support to staff for the provision of effective strategies and interventions in supporting students presenting emotional, behavioral, social and/or academic concerns
4. Parent involvement and input

5. Running records that document implementation and progress monitoring of intervention strategies.
6. Identification of students who, even with strategic interventions, fail to make adequate progress in the general education curriculum and who may require a higher level of support, including specially designed instruction through special education.
7. Completion of Referral Interview to determine if interventions, data, and evidence justify an evaluation.
8. When the Referral Interview indicates an evaluation is warranted parent is notified and a Permission to Evaluate is completed by the school psychologist and presented to the parent.

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>

Over the last five years, there has been a steady decrease in the overall percentage of identified students within the Corry Area School District, and even though the rate remains higher than the state average, the gap has been closing. Latest data (2016-17 school year) indicates the district's overall percentage of special education enrollment is 20.06% compared to the state's 16.5%.

There are no significant disproportionalities across specific disability categories, and differences between the district and state are within 0-4%.

- Autism: 12.1% District vs. 10.7% State
- Emotional Disturbance: 12.3% District vs. 8.5% State
- Intellectual Disability: 7.7% District vs. 6.5% State
- Other Health Impaired: 14.2% District vs. 14.9% State
- Specific Learning Disability: 44.4% District vs. 41.8% State
- Speech and Language: 5.8% District vs. 14.7% State

Data over the last five years indicates a steady decline of students identified with an Intellectual disability, moving closer to the state average (9.1% to 7.7%). Areas of increase include Autism (8.6% to 12.1%), Emotional Disturbance (11.6% to 12.3%), and Other Health Impairment (8.7% to 14.2%) Longitudinal demographics of the district are a significant factor in these trends. Corry Area School District is a rural and low income district, with 63.04% of our school district being classified as

economically disadvantaged. According to the results of the Reach and Risk Assessment provided by the Office of Child Development and Early Learning, Corry falls in the "high" to "moderate-high" risk counties in Pennsylvania. According to the 2016-17 PDE School Performance Profile, Corry ranked in the top three school districts (out of thirteen in Erie County) in the following areas:

- Number of children under the age of five
- Percentage of economically at-risk families
- Number of students receiving free/reduced lunch
- Percentage of special education
- Percentage of school drop outs
- Geographical size in square miles

In addition, the community is significantly impacted by:

- generational reliance on government assistance
- non-traditional family structures
- highly transient population
- Child/parent with a disability, chronic health condition, or mental illness
- Domestic violence/trauma
- Substance abuse by parent
- Parent incarcerated
- Limited resources to support sustained employment

Many of our Early Intervention students begin Kindergarten with Speech and Language Support, which eventually becomes a secondary disability or a related service partnered with Emotional Disturbance, Intellectual Disability or Autism as the primary disability. This explains why the district's Speech and Language percentage is significantly lower than the State average, while percentages for Emotional Disturbance, Intellectual Disability and Autism are slightly higher. To address the differences between district and state enrollment data, the Corry Area School District will continue to monitor and improve intervention, identification and exit procedures. Additional professional development, scheduling and resources at the elementary level are focusing on providing reading and math interventions prior to a student being referred for evaluation. SAP and Child Study teams will continue to provide intervention strategies and monitor student progress. The district has also developed a reevaluation process starting with the 2018-19 school year that will provide consistency and improve data collection for better informed decision-making.

Non-Resident Students Oversight

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

1. The Corry Area School District is currently not a host district under Section 1306.
2. If the Corry Area School District became a host district under § 1306 of the PA School Code, the district would be required to allow nonresident students to attend Corry public schools. As the host district, the district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs. If it is determined that an alternative educational setting will more appropriately address the student's educational needs, the Corry Area School District is responsible for providing the student with FAPE and any needed special education or services, including on-grounds education and supports provided by certified professionals, and transportation to an alternative educational setting. For children suspected as IDEA eligible students, the host school district is responsible for making decisions regarding the goals, programming, and educational placement for each student and maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice of that district with respect to the student. As part of the district's Child Find obligations, students thought to be exceptional but not yet identified would be evaluated following IDEA and Chapter 14 procedures and timelines. If the student is found to be eligible for special education, an IEP and NOREP would be offered and the student provided with a free appropriate public education by the district.
3. The district would take proactive measures to minimize problems and/or barriers in meeting obligations under Section 1306, including communicating with the home district and previous placements to obtain school records, including special education documents, in a timely manner. Once the student's educational needs are determined, the student would be placed in the most appropriate educational setting, and FAPE provided. The district would periodically review and evaluate procedures and programs to ensure all students are receiving supports and services required, and that obligations for FAPE are being met.

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).

Currently there are no detention facilities for incarcerated youth located within the Corry Area School District. If such a facility were to locate within the district, the district would use existing Child Find procedures and timelines under IDEA and Chapter 14 to ensure FAPE is available and provided for any student identified as eligible for special education services. When the district is made aware of an incarcerated student who is potentially in need of special education services or thought to be exceptional, the district would follow the procedures developed for making a determination of eligibility as it would for any other student. Upon notification, the evaluation process would be initiated and, based on evaluation outcomes, an IEP would be developed and a NOREP offered. Program recommendations, related services, and specially designed instruction would be addressed based on evaluation findings to ensure the student receives supports and services required to provide FAPE.

If a student from Corry Area School District is incarcerated in a detention facility, the district works cooperatively with the host district, or LEA designate, of the facility, in providing records, evaluations, and other pertinent information that would assist in the proper identification of the student.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Corry Area School District is committed to educating all students in the least restrictive environment and offers a continuum of support and services to meet individual needs. The first consideration for placement is always the regular education setting. The goal is to provide necessary supports and services to all students in the regular education environment. A continuum of placement options exist to provide the type and extent of supports a student may need. The IEP team is responsible for determining what supplementary aids and services could be provided to enable an eligible student to successfully remain in the general education environment. Placement options in more restrictive settings or programs are incrementally considered when full inclusion in the general education setting cannot meet educational, emotional or behavioral needs.

The IEP team as part of the IEP process answers the questions regarding Supplementary Aids and Services and extracurricular activities to further clarify the needs in the least restrictive environment. The Corry Area School District provides an array of Supplementary Aids and Services in an effort to assist our students in meeting with success in the general education classroom. The Corry Area School District has developed a continuum of special education supports that range from itinerant support in general education settings to full time placement in a special education classroom. The District considers and utilizes all supplemental aids and services that a student may benefit from as a means of providing a free appropriate public school education in the least restrictive environment. Accommodations to the learning environment, instructional strategies, behavior supports, adaptive equipment, and assistive technologies are put in place as a way to promote participation and allow students to remain in less restrictive settings. The removal from the regular education environment only occurs when education in that setting, even with supplementary aids and services, cannot be satisfactorily achieved.

2. Corry Area School District supports students with disabilities in accessing the general education curriculum in the least restrictive environment. Programs and trainings have been provided to administrators, teachers and staff in order to enhance and expand the continuum of supports/services and education placement options available within the district, including Co-Teaching, Differentiated Instruction, Inclusion, Student Assistance Program, Data-driven instruction, New Teacher Induction, Technology Training and Transition Services, through district In-Service Training, Act 80 Days, Webinars/Teleconferences, Workshops, Site-Based Training, IU Training, PDE/PaTTAN publications.

3. Corry Area School District has met all SPP Targets for Indicator 5.

- SE inside regular education 80% or more
 - District: 69.7%; State: 62%; Target: 63.1%
- SE inside regular education 40% or less
 - District: 8.1%; State: 9.5%; Target: 8.5%
- SE in other settings
 - District: 2.5%; State: 4.9%; Target: 4.6%

Currently, the District has a small number of students placed outside of the district, the majority of which are either court placed in a residential facility or deemed a “medical necessity” for a partial hospitalization placement.

All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the placement continuum, beginning with programs and services at the student's home school building, flows through the following process:

- The placement decision is made at the IEP Meeting with full parent participation.

- The student's full range of needs are discussed.
- The full range of placement options are discussed and considered beginning with services provided in the regular education setting.
- Movement to a more restrictive setting outside of regular education is determined appropriate only when services could not be beneficial or appropriately delivered in the regular education setting.
- Decisions for placement are made solely upon the specific needs of the individual student.
- Whenever a student is placed into a program outside of the regular educational setting, within or outside of the Corry Area School District, the IEP Team always considers opportunities for the student to participate in appropriate programs, activities (curricular and extra-curricular), and inclusionary settings as appropriate.
- The district remains in regular contact with the placement facilities, participating in treatment planning, IEP, and transition planning meetings to ensure the delivery of FAPE and the student's successful return to the district.

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.

1. The Corry Area School Board: *directs the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans 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.*

School Wide Positive Behavior Supports: The Corry Area School District has implemented a behavior initiative under School-Wide Positive Behavior Intervention and Support (SWPBIS). Student expectations throughout the district, grades K-12, are Be Respectful, Be Responsible, and Be Ready. Through this initiative, the district's goals are to enhance and maintain a positive school environment, reduce problem behavior, increase pro-social behavior, and increase student achievement.

Students have daily exposure to the Expected Behavior Matrix in a variety of ways. The matrix is

posted in classrooms and common areas, and lessons have been designed at the elementary level to directly teach expected behaviors from the *Best Beaver Behavior* matrix, which are also integrated into individual classroom management systems. At the Middle/High School levels, students are presented a review of expected behaviors and routines during the first few days of the new school year, discussing both classroom and school-wide expectations. Mini-lessons have also been developed to focus on specific components of the matrix throughout the school year.

Students are acknowledged for meeting behavior expectations through specific positive praise, parent contact, and classroom and school-wide incentives, including random awarding of Bx3! (B times 3!) cards. Bx3! cards entitle students to a variety of incentives, including drawings for prizes and, at the high school level, the “purchase” of Lunch Line Fast Passes. Additional creative tiered levels of good behavior acknowledgements are in place at all schools to motivate and maintain student buy-in.

Students who do not respond to this level of prevention may participate in specialized pro-social skills groups, utilize individualized behavior charts, and/or check-in/check-out plans. The few students who do not respond at this more focused level, will move to a third tier which could include individualized counseling, functional behavior assessment, behavior screens and/or referral to outside services. Students whose behavior interferes with their learning or the learning of others will have a full functional behavior assessment and a positive behavior support plan will be implemented as part of the student's IEP.

2. The Corry Area School District provides regular training in the use of positive behavior supports, de-escalation techniques, and response to behavior. Administrators and special education personnel working directly with students are provided annual Handle With Care training by certified trainers within the district. Emotional Support teachers are trained in and use The Prepare Curriculum, Teaching Prosocial Competencies. IU5 and PaTTAN provide ongoing training as well as consultative support throughout the year to assist with individual student, classroom and/or school/district-wide behavior concerns.

3. School-Based Behavioral Health Services include: SAP - Student Assistance Program is a solution-building process with a goal of assisting students who may be experiencing difficulties that interfere with their academic success. An on-site SAP Mental Health Counselor is available to provide site-based psycho-social screenings for assessment, recommendations and/or short-term treatment, provides action plan/behavior management interventions, identification of agencies and/or resources, linking families and students to appropriate services, acts as a liaison between agencies and the school, and provides crisis assistance/intervention/postvention, as needed.

The Corry Area School district was chosen as one of three Erie County school districts to pilot a Community School Based Behavioral Health Program for the 2017-18 school year. The district was selected due to being the highest user of Behavioral Health Rehabilitation Services (BHRS) for non-autistic children outside of the Erie School District. Through this initiative, Community and School Based Behavioral Health Team Services (CSBBH), through a partnership with the Achievement Center and CCBH, offers opportunities to support elementary students at Corry Primary School (grades K-2) with behavioral and/or emotional challenges. Treatment is strength-based, individualized to address the family's particular needs and teach a child new ways to better

manage feelings and behaviors. Services are provided in the school, home and community environments, and are available during school hours, in the evenings, on weekends, and during non-school times, including the summer months. The treatment team includes licensed therapists and certified staff who work together to serve a flexible caseload of students and their families. Since CSBBH Teams are based in the school, they have the ability to coordinate closely with school staff and compliment school-district interventions.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. The Corry Area School District is able to offer a full continuum of services for most disability categories. At this time, there are no Autistic Support classrooms at the intermediate and high school buildings. However, students with autism are supported through Emotional Support, Learning Support, and/or Life Skills Support programs, as determined by the IEP Team and based on the student's individual needs. Presently, the district has no students for whom the provision of FAPE has not been provided with the agreement and endorsement of individual IEP teams.

The district continues to support placement in alternative settings as determined by IEP teams but endeavors whenever appropriate to provide FAPE within the public school setting. The LRE is reviewed for every student at a minimum of one time per school year, and whenever change of placement is a consideration for the provision of FAPE.

2. The Corry Area School District collaborates with other agencies to build service capacity through teaming with a variety of agencies and service providers involved with an individual student. The District is located in Erie, Crawford and Warren Counties, and utilizes a pool of providers and organizations that provide services for children who reside in these counties. In addition, the District works closely with IU5 for the provision of support, training, and consultative services.

For any particularly hard to place students with disabilities, the Corry Area School District initiates consideration and location of appropriate alternative settings, and commits to working through issues in a collaborative effort with the appropriate providers.

In order to ensure students receive the supports and services needed and for the provision of FAPE,

the district continues to work cooperatively with agencies and facilities including: Barber National Institute, Beacon Light, Sarah A. Reed Children's Center, Bethesda Lutheran Services, Perseus House, Hermitage House Youth Services, IU5, OCY (Office of Children and Youth), CYS (Children and Youth Services), Juvenile Probation, Achievement Center, Corry Counseling and Family Support Services. The district welcomes support staff from mental health programs, including wrap-around services, TSS, mobile therapy, and Community School-Based Behavioral Health Teams into our schools.

3. The district is currently consulting with county mental health provider agencies to explore logistics and sustainability of locating a partial hospitalization program within the school district.

Strengths and Highlights

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

The Corry Area School District serves students with disabilities in grades PreK-12 and offers a wide range of services in order to appropriately meet the needs of all students. The District ensures a free and appropriate public education in the least restrictive environment by providing a full continuum of supports and levels of participation across most grade bands. Each individual student's needs are addressed on a case by case basis. The District is very proud of its focus on inclusion in each of its buildings and fully promotes inclusionary practices and effective teaching strategies in order to best accommodate students with disabilities in the least restrictive environment. Each student's strengths and weaknesses are evaluated on an individual basis by the IEP Team, and decisions are always based upon the support needs of the child.

- All special education students K-5 are assigned and participate fully in grade-appropriate general education homeroom. At Corry Middle High School, all students attend homeroom in their first period class.

- Corry High School initiated a Unified Track and Field program during the 2017-18 school year, increasing opportunities for all students (with and without disabilities) to participate together in team sports.

- One hundred percent of the District's special education teachers meets highly qualified designation with no emergency certifications. The District encourages continued educational advancement for teachers through the provision of post-secondary credit compensation and pay advancement.

- All para-educators working with special education students meet the highly qualified status requirements under Chapter 14.105. The District assists with compliance with state mandated 20 hours of professional development by offering targeted training opportunities through district, IU and PaTTAN programming annually.

- Individual EI Transition Meetings are scheduled for each student, attended by a school psychologist, Speech Language Pathologist, and other special education service providers (when appropriate).

- The district operates two Pre-K counts classrooms that provide opportunities for pre-school aged

children of Corry to gain social and readiness skills prior to attending Kindergarten.

-The district is committed to refining and expanding Co-Teaching at the Middle High School, and continues to partner with the Intermediate Unit and PaTTAN to provide ongoing staff development and best practice in the areas of inclusion and co-teaching.

-Student Assistance Program/SAP (Middle-High School) and Child Study Teams (elementary) meet regularly to assist at-risk students. SAP teams meet twice a month; Child Study, monthly in each building.

-Focused transition activities for parents and students transitioning from Primary to Intermediate, Intermediate to Middle, and Middle to High include: Meet and Greet, Open House, Meet the Teacher, Bus Runs, Ice Cream Social, School Tours, Peer Partnering, Orientation, Programs and Assemblies with "adapting to change" themes, Welcome Letters, Motivational Speakers, Building Level Transition Teams.

-Quarterly *Individual Senior Graduation Planning Meetings* in addition to IEP transition activities.

-Alternative Education (AEDY), contracted through Perseus House, is located on school campus. District personnel work closely with Perseus House to provide smooth transitions between programs and insure FAPE.

-The Corry Area School District offers cyber learning, both on and off campus, to support students needing alternatives to traditional school attendance.

-The Corry Area School District's Career & Technical Center is a comprehensive high school. Students obtain their academic preparation and career and technical training within the high school building. Career and technical education program offerings include: automotive technology; building trades; cosmetology; child care; health; machining; welding; and diversified occupations.

-Project Yes, targets special education students in grades 9-12. Through a partnership with Goodwill and Office of Vocation Rehabilitation Services (OVR), this program is designed to promote independent living, self-advocacy, and workplace readiness skills to youth with disabilities and other barriers to employment. Project YES teaches these skills through classroom instruction, job shadowing, and work-based learning.

-Bi-monthly Special Education Q & A for district administrators. Each informational meeting focuses on one or more specific special education-related topics, as well provides a forum for discussion of pertinent issues.

Corry Area School District Professional Development:

is offered to special education staff and faculty through ACT 48, district in-service, IU5 TAC support, PaTTAN resources, conferences/workshops, Professional Learning Communities (PLCs), department meetings, webinars and online training modules on a district, school or small group level, as well as one-on-one. Recent and recurring topics include:

-How to Write A Great IEP

-Handle with Care Behavior Management

-First Aid and CPR

-Transition and IEP Training

-Components of the IEP

-Supporting Students with Autism in the Regular Education Classroom

-Adaptations and Modifications in the general education classroom

- Progress Monitoring
- School Wide Positive Behavior Support (Faculty Overview)
- Bus Driver training to meet individual student needs, safety, Emergency Plans, medical concerns, etc.

Parent/Education/Training:

The Corry Area School District believes parent involvement plays a critical role in student success. The district's website provides special education news and links to resources. PaTTAN publications are available in each school and at the Administration Building. Informational displays are set up during school Family Fun Nights, Winter Holiday Party, and Spring Local Business Showcase. Through the district's Special Education Parent Advisory Council (SEPAC) and participation in the Local Task Force (through IU5), parents are provided parent-to-parent support, as well informational programs on various special education topics. Parent training topics offered during the 2017-18 school year included:

- IEP Workshop Parts 1 and 2
- Speech and Language
- Behavior and Learning Disabilities
- Autism
- Bullying

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Barber National Institute	Approved Private Schools	Autistic Support	4
Beacon Light	Other	Emotional Support	1
Cambridge Springs Elementary (IU5 Classroom)	Neighboring School Districts	Deaf/Hearing Support	1
Bethesda Lutheran Services	Other	Residential facility, Court/Agency placed	1
Bethesda Lutheran Services	Other	Acute/Partial Hospitalization Program	2
Harborcreek Youth Services	Other	Residential facility, Court/Agency placed	2
Abraxis	Other	Residential Treatment Facility Court/Agency placed	2
Sarah Reed Children's Center	Other	Acute/Partial Hospitalization Program	3

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	4	0.5
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	2	0.25
Locations:				
Corry Area Primary 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	Autistic Support	5 to 8	1	0.25
Locations:				

Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	11	0.33
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	1	0.34
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 8	1	0.33
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	29	0.75
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	5 to 8	2	0.25

but More Than 20%)				
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	4	0.75
Locations:				
Corry Area Primary 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	Life Skills Support	5 to 8	4	0.25
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	63	1
Locations:				
Corry Area Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	23	0.5
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	3	0.25
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 11	2	0.25
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	18	0.75
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.25
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	23	0.75
Locations:				
Corry area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	2	0.25
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	26	0.7
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.15
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	1	0.15
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 11	4	0.4
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	2	0.1
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.1
Locations:				
Corry Area Intermediate 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	Life Skills Support	8 to 11	1	0.1
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	1	0.1
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	2	0.2
Locations:				
Corry Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 21	63	1
Justification: SLP sees students individually or with peers who are in the same grade/age range.				
Locations:				
Corry Area Intermediate School/Corry Middle High School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	12	0.25
Locations:				
Corry Middle School (CS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	15	0.75
Locations:				
Corry Middle School (CS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	12	0.4
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.6
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	23	0.8
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	1	0.2
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	0.6
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning	12 to 15	4	0.2

but More Than 20%)	Support			
Locations:				
Corry Middle School (KG)	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	12 to 15	2	0.2
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 16	4	0.5
Locations:				
Corry Middle High School (OW)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	6	0.3
Locations:				
Corry Middle High School (OW)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	12 to 16	1	0.2
Locations:				
Corry Middle High School (OW)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 18	1	0.1
Locations:				
Corry Middle High School (LR)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	11	0.4
Locations:				
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	2	0.2
Locations:				
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	2	0.2
Locations:				
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.2
Locations:				
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	21	0.6
Locations:				
Corry Middle High School (CTE)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than	Learning Support	14 to 18	7	0.4

80% but More Than 20%)				
Locations:				
Corry Middle High School (CTE)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	0.6
Locations:				
Corry Middle High School (KF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.4
Locations:				
Corry Middle High School (KF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.3
Locations:				
Corry Middle High School (TF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	14	0.7
Locations:				
Corry Middle High School (TF)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.6
Locations:				
Corry Middle High School (PS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.4
Locations:				
Corry Middle High School (PS)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	18	0.5
Locations:				
Corry Middle High School (MG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	9	0.5
Locations:				
Corry Middle High School (MG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 21	5	0.4
Justification: Parents have signed waiver indicating that IEPs are able to be appropriately implemented despite age range.				
Locations:				
Corry Middle High School (JB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	2	0.1
Justification: Parents have signed waiver indicating that IEPs are able to be appropriately implemented despite age range.				
Locations:				
Corry Middle High School (JB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	3	0.3
Locations:				
Corry Middle High School (JB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 21	2	0.2
Justification: Parents have signed waiver indicating that IEPs are able to be appropriately implemented despite age range.				
Locations:				
Corry Middle High School (JB)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 18	4	1
Justification: Students participate in their grade appropriate regular education classroom with non-disabled peers for the full day. DHI Teacher works with students individually or in same age/grade range groups.				
Locations:				
Corry Area Primary School/Corry Area Intermediate School/Corry Middle High School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 20, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	18	0.7
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.3
Locations:				
Corry Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Central Administration	1
Paraeducators	Corry Middle High School, Corry Area Primary and Corry Area Intermediate Schools	15
Guidance	Corry Area Primary School, Corry Area Intermediate School, Corry Middle High School	6
Clerical Support	Central Administration	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	37.5 Hours
Physical Therapist	Intermediate Unit	1 Hours
Occupational Therapist	Intermediate Unit	2 Hours
Assisstive Technology Consultant	Intermediate Unit	1.5 Hours
Behavior Support Consultant	Intermediate Unit	10 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The Corry Area School District will provide training on understanding the educational needs of students with Autism. We will focus on supporting students with Autism in the general education classroom, as well as characteristics associated with Autism Spectrum Disorder, positive behavior support, methods of increasing social interaction and communication, and improving self-management skills. The District will maintain sign-in sheets as evidence that the action step has been implemented.</p> <p>Sessions for teachers, paraprofessionals and administrators provided by Autistic support staff, PaTTAN, and IU5 TAC staff.</p> <p>Implementation Steps: Results gathered from district survey and other data sources to target professional development needs. Training opportunities will be offered throughout the school year based on data collected. Coordination with PaTTAN and IU5 TAC personnel for district level training, Professional Learning Communities (PLC), webinars and other opportunities focused on supporting students with Autism.</p> <p>Evidence of implementation: In-service agendas and evaluations, PLC agendas/minutes</p>
Person Responsible	Sheri Yetzer
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	20
Provider	CASD/IU5
Provider Type	IU
PDE Approved	Yes

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p>

Behavior Support

Description	<p>The Corry Area School District will provide training on understanding the educational needs of students with emotional/behavioral needs. We will focus on supporting students with emotional/behavioral needs in the general education classroom, as well as conducting functional behavior assessments, developing positive behavior support plans, de-escalation techniques, methods of increasing social interaction and communication, and improving self-management skills.</p> <p>Implementation Step: Coordination with IU5 TAC on behavior topics that target specific district needs; provision of Handle With Care training to maintain teacher and paraprofessional certification</p> <p>Evidence of implementation step: PD agendas, sign-in sheets and certificate of completion data</p>
Person Responsible	Sheri Yetzer
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	25
Provider	IU 5/District Trainers and Special Education Personnel
Provider Type	IU; School District; Outside Agency (non-profit)
PDE Approved	Yes

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

	High (grades 9-12)
Follow-up Activities	Journaling and reflecting analysis of student behavior data with administrators and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey IEP behavior goals and progress monitoring; FBA and PBSP development and implementation

Paraprofessional

Description	<p>The Corry Area School District provides multiple training opportunities that relate directly to the Paraprofessional Standards and that allow paraprofessionals to complete their required annual 20 hours of supplemental training. Paraprofessionals receive CPR and Handle With Care training to maintain certification. In addition to trainings offered annually by the district, paraprofessionals are encouraged to utilize paraprofessional training modules provided through PaTTAN and approved by the District to focus training on their specific needs.</p> <p>Implementation step: provide annual paraeducator In-service training requirements/schedule; Paraprofessional Staff Development Log</p> <p>Evidence of implementation step: Training schedule, agenda, sign-in sheets and certification information for trainings provided by the district; completion and submission of Paraprofessional Activity Log; certificates awarded through PaTTAN</p>
Person Responsible	Sheri Yetzer
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	20.0
# of Sessions	3

# of Participants Per Session	24
Provider	CASD
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Department Focused Presentation Online-Asynchronous
Participant Roles	Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

Reading NCLB #1

Description	<p>The Corry Area School District will provide focused professional development in using data to identify areas of reading skill deficits, researched-based targeted interventions, development of appropriate and meaningful reading goals, and effective collection and analysis of progress monitoring data to make informed instructional decisions.</p> <p>Implementation Step: Use PaTTAN developed materials to analyze current IEP goals, and develop appropriate goals that are measureable and attainable and based on objective data. Review and refine targeted instructional strategies. Provide training on effective progress monitoring.</p> <p>Evidence of implementation: PD agendas and evaluations; random sampling of current IEPs for reading goals; evidence of progress monitoring data used to support instructional decisionmaking as summarized in Present Levels of Academic Achievement.</p>
Person Responsible	Sheri Yetzer
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	25
Provider	IU5/Special Education Staff
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional</p>

	<p>decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>New Staff</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Share goals developed and progress monitoring strategies with peers</p>
Evaluation Methods	<p>Classroom student assessment data</p> <p>IEP reading goals, assessment data, and Progress Monitoring data</p>

Transition

Description	<p>The Corry Area School District, in collaboration with PaTTAN and IU5, will provide professional development in the area of Secondary Transition/ Indicator 13 Compliance. The focus will be on the seven areas of Indicator 13,</p>
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	<p>including compliance and effective practices related to IEP and transition goals; transition assessments, activities and services; parent communication; outside agencies and resources. The district will utilize the resources available from PaTTAN, including the <i>Indicator 13 Compliance Modules Series</i>.</p> <p>Implementation step: Coordinate with IU5 TAC in providing Indicator 13 training.</p> <p>Evidence of implementation step: Agendas, sign-in sheets and session evaluation data</p>
Person Responsible	Sheri Yetzer
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	6
# of Participants Per Session	15
Provider	IU5/District Special Education Staff
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	Series of Workshops Department Focused Presentation Online-Asynchronous
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Review of IEPs for compliance with Indicator 13 requirements
Evaluation Methods	Participant survey Indicator 13 Checklist

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer