

Keystone Oaks SD
Special Education Plan Report
07/01/2019 - 06/30/2022

District Profile

Demographics

1000 Kelton Ave
 Pittsburgh, PA 15216
 (412)571-6000
 Superintendent: William Stropkaj
 Director of Special Education: Desiree Burns

Planning Committee

Name	Role
Brian Werner	Administrator : Professional Education Special Education
Patricia Shaw	Board Member : Special Education
Nicole Kochanski	Elementary School Teacher - Special Education : Special Education
Kevin Gallagher	High School Teacher - Regular Education : Professional Education Special Education
Michael Orsi	High School Teacher - Special Education : Special Education
Melissa Palmieri	Middle School Teacher - Special Education : Special Education
Neely Crowell	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 346

Identification Method

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

The Keystone Oaks School District utilizes the Discrepancy Model to identify students with Specific Learning Disabilities (SLD). Eligibility for IDEA services as a student with a Specific Learning Disability is determined when a student evidences a significant discrepancy between intellectual functioning and achievement levels in one or more of the following: oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculations, or mathematics problem-solving. Data yielding patterns of strengths and weaknesses relative to intellectual ability and academic achievement are considered via the results of formalized testing by a certified school psychologist. Keystone Oaks School District also ensures that the Specific Learning Disability was not the result of a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environment/economic disadvantage, or limited English proficiency. Additionally, data is collected from parent, teachers, and related personnel to provide information on the student's medical, social, cultural and academic history. In addition as a pre-referral process, Keystone Oaks uses the Student Assistance Program (SAP) to review and work with students who are in academic distress or are having difficulty with behavior. The Student Assistance Program (SAP) team reviews data including grades, attendance, student work, and documentation that demonstrates a variety of instructional strategies proven effective or ineffective. Once the SAP process is exhausted, a referral is made for a formal evaluation with the School Psychologist. The multidisciplinary team then makes decisions of eligibility by coupling results of formal testing or evidence of disability with the student's academic performance. It is only when student exhibits both disability and academic distress that student is considered IDEA eligible.

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>

The Keystone Oaks School District total enrollment does not have a significant disproportionality. Three disabilities do show a significant disproportionality being greater than then 10 percent over the state average: Autism, Emotional Disturbance and Speech or Language Impairment. The state average for Autism is 11.0% while the Keystone Oaks School District is 20.3%. The state average for Emotional Disturbance is 8.6% while the Keystone Oaks School District's average is 10.3%. The state average for Speech or Language Impairment is 14.5% while the Keystone Oaks School District's average is 17.6%. Historically, the Keystone Oaks School District's high number of students with Autism and Emotional Disturbances and its percentages have been greater than the state average. Demographics of the district are a factor in this disproportionality At the present time the District has an Autistic Support and Emotional Support program at each level (elementary, middle, and high school) to serve this population of students. The Keystone Oaks School District has seen an increase over the last 3 years in the percentage of students with a disability of Speech or Language Impairment. The number of students coming in from Early Intervention with a disability of Speech or Language Impairment plus the increased number of students who do not pass the speech screening has played a factor in this disproportionality. The district has increased the number of Speech and Language Therapists to provide Speech and Language Support K-12.

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 Keystone Oaks School District does not currently host any alternative education programs for disruptive youth within its boundaries.

2. Should a facility open in the future, the Keystone Oaks School District would create a collaborative relationship with the facility and be a member of the IEP team. The district would develop protocol to ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE).

3. The district foresees no problems or barriers which would limit the district's ability to meet its obligations under Section 1306 of Public School Code should an alternative education program for disruptive youth be established within district boundaries.

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, the Keystone Oaks School District does not serve as the host district for incarcerated students. However, if the district became the "host" school district, then all obligations under 24 P.S. Section 13-1306 would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as transportation and any support services necessary to ensure the provision of a free, appropriate public education. The district would review the Individualized Education Program, conduct an evaluation or re-evaluation, review all existing data, and/or use existing placement options within the district, Allegheny Intermediate Unit #3, or approved private schools. A careful review of placement options would be undertaken to ensure that the student receives a free, appropriate public education within his/her least restrictive environment. The district would also invite the "resident" district to participate and provide feedback throughout the process as the student's program is developed and implemented.

For those students who are returning from incarcerated placement, a transition meeting is convened for the purpose of assisting the student and the school to collaborate and communicate regarding support needs and services..

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 Keystone Oaks School District is committed to ensuring 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.

The District supports the belief that the most appropriate setting for a student is one that maximizes inclusion with non-disabled students. The District looks at programs ranging from full inclusion with supports directly in the regular education classroom to those in which the student is educated outside the regular education environment. Every attempt is focused on students being educated with non-disabled peers through the delivery of supports and supplementary aids and services in the general education setting. The Keystone Oaks School District is able to provide services along the full spectrum of student needs within the district. Educational environment is reviewed annually at IEP meetings and reviewed by the IEP team as needed. A full-range of student's needs are discussed and determined beginning with supports in the General Education setting. When a request is made to change the level of support along the continuum, a team meeting is scheduled to review the student's individual needs, review interventions which have been implemented and documentation of supports discussed prior to any movement to a more restrictive setting.

Consideration for educational placement outside of the school district are considered only when services cannot be beneficial or appropriately delivered within the district's programs. Decisions for placement are made solely upon the educational needs of the individual student. For those students receiving their educational supports in a placement outside of the school district a "Return to District" Transition plan is developed to ensure students successfully transition back to the district in a least restrictive setting as deemed appropriate.

2. The Keystone Oaks School District is supporting students with disabilities access the general education curriculum in the least restrictive environment (LRE) through the creation of a Professional Learning Team of Special Education teachers who focus on ensuring that instruction within the special education setting is aligned with the instruction provided in the regular education setting. The District has developed a K-5, 6-8 and 9-12 curriculum grid for Special Education which defines Educational Placement, Curriculum, and text series to support each grade level for ELA and Math. The District committed to the purchase of curriculum materials and technology to ensure that all students with disabilities have access to the general education curriculum as their peers. The District has made the same commitment to ensuring the special education teachers have the same materials and access to technology as their regular education colleagues to be able to support students in the general education setting. The District has also partnered with professors from Duquesne University to implement a Co Teaching model within the district. This initiative has included teacher lead in service presentations related to providing accommodations and modifications within the regular education setting, observations of peers implementing co-teaching and professional development to ensure all students benefit from this model. The District has hired a Transition Coordinator who oversees the district's transition process and participates in trainings offered by the Allegheny Intermediate Unit #3 (AIU3). The District continues to partner with consultants from PaTTAN, the Watson Institute and the Allegheny Intermediate Unit #3 (AIU3)

3. With regards to Indicator 5: Educational Environments, the 2017-2018 Special Education Data

Report for the Keystone Oaks School District indicated that 70.9% of students who received special education spent 80% or more of their day inside the Regular Class. The SPP target in this area was 62.0% and the Keystone Oaks School District exceeded the SPP target. For the SPP target for students who received special education in the Regular Education class less than 40%, the Keystone Oaks School District also met the SPP target of 9.3% as the District had 4.3% of students in this educational environment. The District monitors their Least Restrictive Environment (LRE) percentages monthly via reports run in IEPWriter. The District has implemented a LRE Calculation Form ensuring the correct and accurate calculation of regular education and special education minutes and subsequent educational placement. Training for all special education staff and administration was provided during professional development and Administration meetings.

The District has had an increase in the number of students who have enrolled in the district who received special education services in private institutions and as a result the District has honored those placements while reviewing the appropriateness of those placements. At the present time the Keystone Oaks School District has 28 students placed outside of the district including 3 who are in programs beyond their 12th grade year. The District has opened an elementary Emotional Support program and an elementary Life Skills Support program so that students can remain in or return to the district to receive levels of support as determined by their IEP team. The District has established and implemented a Return to District Transition Plan for all students currently receiving services out of the District. This plan is reviewed at the student's annual IEP meeting or earlier if warranted. Anytime an IEP team determines that a student needs a more restrictive setting to be successful, the full continuum of services is offered first in the District, other supports brought in if necessary, then through the Re-evaluation Process, data is collected to determine the need for a more restrictive setting in order to support the student's need.

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. District Policy of Behavioral Support Services:

The Keystone Oaks School District board policy number 113.1, titled "Positive Behavior Support" was originally adopted November 16, 1998, however it was last revised December 13, 2016. The board policy directs that the following principles shall govern the use of behavior supports and interventions for students with disabilities:

1. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of adverse techniques,

punitive "time out" and the unreasonable use of restraints.

2. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.
3. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.
4. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.
5. The use of restrains is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.
6. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports, consistent with the requirements of this policy, can be incorporated into body of the IEP.

2. Training:

The Keystone Oaks School District provides on-going training for Crisis Prevention and Intervention (CPI) across the District on de-escalation techniques and safe physical management. The foundations of CPI emphasize early intervention and nonphysical methods for preventing and managing disruptive behavior. The District has two in house CPI trainers who provide an initial 8 hour training session to all new staff. A refresher training to certified staff is held annually or as the need arises. Consultation with trainers also occurs upon request to ensure that the procedures are being followed and intervention are effective and appropriate. The Keystone Oaks School District has a crisis team available to intervene with students who become a safety risk at all building levels. Students who have the use of Crisis Prevention and Intervention (CPI) in their IEPs have individual crisis teams identified in their Positive Behavior Support Plans (PBSP).

School Wide Positive Behavior Interventions and Supports (SWPBIS) has been implemented at Dormont Elementary since 2016-2017. During the summer of 2018, lead teams at Aiken Elementary, Myrtle Elementary, and Keystone Oaks Middle School were trained by staff from the Allegheny Intermediate Unit #3(AIU3) over a 2 day period. Throughout the 2018-2019 school year the lead teams have been working to implement SWPBIS, train the rest of the staff, and begin several activities and supports for the students. Full implementation is expected to occur for the 2019-2020 school year. The District plans to train a lead team at Keystone Oaks High School during the summer of 2020. Ongoing training and support will continue to be provided in collaboration with the AIU3.

3. School-Based Behavioral Health Services:

The Keystone Oaks School District currently contracts independently with two Master's level therapists who are Licensed Professional Counselors or Licensed Social Workers, and fulfill the role of a School Based Therapist. The job of the "School-Based Mental Health Therapist" is done for the purpose(s) of providing services related to the delivery of mental health care to assigned students at the designated school location and will provide consultation services to the school staff to support the overall mental health goals. Each therapist maintains a caseload of 20-30 students, provide

individual therapy, collaborates with teachers and parents, and act as an interagency liaison.

The District also contracts with Chartiers Center for a Student Assistance Program (SAP) Liaison and an Outpatient Therapist. The SAP Liaison provides consultation at all ESAP/SAP meetings across the District, conducts behavioral health assessments, and provided group therapy to identified students. The Outpatient Therapist provides therapy on site at both the Middle School and High School and bills services through the student's insurance. The District is currently working with Chartiers Center and Allegheny County to extend the outpatient license to both Myrtle and Dormont Elementary school.

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 Keystone Oaks School District currently does not have difficulty ensuring FAPE for an individual student or a particular disability category. In the event that a student would become hard to place, the District would utilize the services of the Intensive Interagency Coordination through the Allegheny Intermediate Unit. The Intensive Interagency Coordination facilitates interagency problem-solving through a team approach in order to coordinate services for students and their families.

2. The Keystone Oaks School District strives to provide a continuum of programs to ensure Least Restrictive Environment (LRE) including K-12 programs for Emotional Support, Autistic Support, Learning Support, and Life Skills Support. These programs have been successful in keeping students within the district and in their neighborhood school. Through interagency collaboration the District is able work with with other agencies including the Allegheny County's Department of Human Services, Family Links, Kids Voice and Child and Youth Representatives to obtain appropriate support for families in need of referrals to behavior health agencies, case management services, and/or partial hospitalization or inpatient hospitalization. The District has also built partnerships with educational institutions including, but not limited to: The Bradley Center, Watson Institute, Wesley Services, PACE School, ACLD Tillotson School, School for the Blind and School for the Deaf. The District has been successful in transitioning students back to the district from these educational institutions.

3. The Keystone Oaks School District is committed to the continued implementation of a District wide Student Assistance Program as well as the continuation of providing Mental Health Support within the district. The District will be exploring the implementation of a different Cyber education

program to replace it's current program to enable students with attendance issues and social phobias an alternate route to completing school credits.

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
The Children's Institute	Approved Private Schools	Multiple Disabilities Support	1
Watson Institute Social Center for Academic Achievement (WISCA)	Other	Autistic Support	1
Wesley K-8 School	Approved Private Schools	Emotional Support	3
Wesley High School	Approved Private Schools	Emotional Support	1
Western PA School for the Deaf	Other	Deaf or Hard of Hearing Support	1
Pathfinder School	Other	Autistic Support	3
Watson Institute - Education Center South	Approved Private Schools	Autistic Support	6
The Bradley Center School	Other	Emotional Support	3
DePaul School for Hearing and Speech	Approved Private Schools	Deaf/Hearing Support	1
ACL D Tillotson School	Approved Private Schools	Autistic Support	1
The Children's Institute Job Span	Approved Private Schools	Job Span Program	1
Blind & Vision Rehabilitation Services of Pittsburgh	Other	Vision Support Vocational Training Program	1
Easter Seals	Approved Private Schools	Multiple Disabilities Support	1
Watson Institute - Friendship Academy	Approved Private Schools	Emotional Support	1
PACE School	Approved Private Schools	Emotional Support	1
PRIDE Program	Other	Life Skills Support Transition Program	1
PLEA School	Other	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: The student's level of support has changed from Supplemental Autistic Support to Itinerant Autistic Support

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	6	0.45
Locations:				
Aiken Elementary (RH)	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 9	3	0.45
Locations:				
Aiken Elementary (RH)	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	7 to 7	1	0.1
Locations:				
Aiken Elementary (RH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Ages range of students was updated to accurately reflect current caseload of students.

Teacher FTE and caseload was updated to accurately reflect current program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	2	0.5
Locations:				
Dormont Elementary (DL)	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	9 to 11	5	0.5
Locations:				
Dormont Elementary (DL)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: Age Range and FTE updated to reflect current Roster
MDS added to roster

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 11	1	0.45
Locations:				
Dormont Elementary (KB)	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	9 to 9	1	0.45
Locations:				
Dormont Elementary (KB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Multiple Disabilities Support	10 to 10	1	0.1
Locations:				
Dormont Elementary (KB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 1, 2019

Reason for the proposed change: Rosters have been redistributed due to the addition of a 3rd Speech and Language Pathologist. No change in physical location of approved speech therapy classrooms - only change of building assignment for therapists.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	15	0.3
Locations:				
Aiken Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	11	0.2
Locations:				
Keystone Oaks Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Ages range of students was updated to accurately reflect current caseload of students.

Teacher FTE and caseload was updated to accurately reflect current program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	0.5
Locations:				
Myrtle Avenue Elementary (ED)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.5
Locations:				
Myrtle Avenue Elementary (ED)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: Updated to reflect current caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	3	1
Locations:				
Myrtle Elementary (ET)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 1, 2019

Reason for the proposed change: Rosters have been redistributed due to the addition of a 3rd Speech and Language Pathologist. No change in physical location of approved speech therapy classrooms - only change of building assignment for therapists.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	7 to 11	11	0.3

	Support			
Justification: This program services students in grades 2-5 but in separate instructional groups at separate times throughout the day.				
Locations:				
Aiken Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	33	0.7
Justification: This program services students in grades K-5 but in separate instructional groups at separate times throughout the day.				
Locations:				
Myrtle Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	10	0.5
Locations:				
Keystone Oaks Middle School (HM)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.5
Locations:				
Keystone Oaks Middle School (HM)	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	13	0.5

Locations:				
Keystone Oaks Middle School (KH)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.5
Locations:				
Keystone Oaks Middle School (KH)	A Middle School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	7	0.5
Locations:				
Keystone Oaks Middle School (MP)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.5
Locations:				
Keystone Oaks Middle School (MP)	A Middle School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Ages range of students was updated to accurately reflect current caseload of students.

Teacher FTE and caseload was updated to accurately reflect current program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	6	0.8
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	2	0.2
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Teacher FTE and caseload was updated to accurately reflect current program.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 14	3	0.3
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	3	0.6
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 13	1	0.1
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Teacher FTE and caseload was updated to accurately reflect current program.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Autistic Support	14 to 19	10	1
Justification: This program services students in grades 9-12 but in separate instructional groups at separate times throughout the day. For each student assigned to this caseload, the IEP team determined it was an appropriate placement, despite the age range of students.				
Locations:				
Keystone Oaks High School (DD)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 25, 2019*Reason for the proposed change:* Teacher FTE and caseload was updated to accurately reflect current program**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	23	0.9
Locations:				
Keystone Oaks 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	16 to 16	1	0.1
Locations:				
Keystone Oaks High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Teacher FTE and caseload was updated to accurately reflect current program.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	1
Locations:				
Keystone Oaks High School (MT)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	19 to 19	1	0.25
Locations:				
Keystone Oaks High School (ME)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	19 to 19	1	0.2
Justification:				
Locations:				
Keystone Oaks High School (ME)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	17 to 17	1	0.05
Locations:				
Keystone Oaks High School (ME)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: January 25, 2019

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	3	0.5
Locations:				
Keystone Oaks High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	3	0.5
Locations:				
Keystone Oaks High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: January 25, 2019

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	0.9
Locations:				
Dormont Elementary (CS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	1	0.1
Locations:				
Dormont Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 9	8	1
Locations:				
Dormont Elementary (WM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	16	0.4
Locations:				
Keystone Oaks High School (JG)	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	16 to 18	4	0.3
Locations:				

Keystone Oaks High School (JG)	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	4	0.3
Locations:				
Keystone Oaks High School (JG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: January 25, 2019

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 10	3	0.05
Justification: This program services students in grades K-5 but in separate instructional groups/buildings at separate times throughout the day. For each student assigned to this caseload, the IEP team determined it was an appropriate placement, despite the age range of students.				
Locations:				
Myrtle Elementary School, Dormont Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	13 to 13	1	0.02
Locations:				
Keystone Oaks School District Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: January 25, 2019

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	7	0.9
Locations:				
Myrtle Avenue Elementary (MP)	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 8	1	0.1
Locations:				
Myrtle Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Teacher FTE and caseload was updated to accurately reflect current program.

Building name typo corrected

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 9	8	1
Locations:				
Myrtle Elementary (AU)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 27, 2018*Reason for the proposed change:* Teacher FTE and caseload was updated to accurately reflect current program.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	4	0.8
Locations:				
Dormont Elementary (JH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	2	0.2
Locations:				
Dormont Elementary (JH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 25, 2019

Reason for the proposed change: Teacher FTE and caseload was updated to accurately reflect current program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13	6	0.45
Locations:				
Keystone Oaks Middle School (BP)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	2	0.45
Locations:				
Keystone Oaks Middle School (BP)	A Middle School Building	A building in which General Education programs are operated		

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

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.5
Locations:				
Aiken Elementary (NK)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	5	0.5
Locations:				
Aiken Elementary (NK)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 11	31	0.8
Justification: This program services students in grades K-5 but in separate instructional groups at separate times throughout the day.				
Locations:				
Dormont Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	4	0.1
Locations:				
Keystone Oaks High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 14	5	0.1
Locations:				
Keystone Oaks Middle School	A Junior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District	1
School Psychologist	District	1
Paraprofessionals – Personal Care Assistant	District	10
Paraprofessionals - Instructional	District	18
Supervisor of Pupil Services	District	1
Special Education Transition Coordinator	District	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Mental Health Therapist K-5	Outside Contractor	5 Days
Watson Consultants	Outside Contractor	30 Minutes
Chartiers Valley MH/MR: SAP Liaison and Mental Health Assessment	Outside Contractor	1 Hours
Mental Health Therapist 6-12	Outside Contractor	5 Days

Occupational Therapy	Intermediate Unit	3 Days
Physical Therapy	Intermediate Unit	2 Days
Nursing - Child specific	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The Keystone Oaks School District will continue to provide staff development opportunities regarding Autism through educational consultants and behavior specialists from local resources such as the Watson Institute, PaTTAN, and the Allegheny Intermediate Unit #3. Instruction will be provided through small and large group professional development opportunities and through individual case consultation.</p> <p>Staff development opportunities in the area of Autism will continue to be provided to staff from the Keystone Oaks School District. Staff members will be provided with presentation materials, resources, and handouts from presentations. Staff are required to sign an attendance sheet indicating that they attended the presentation/workshop.</p> <p>Future Professional Development in the Area of Autism:</p> <p>Fall 2019-Spring 2022 -</p> <ul style="list-style-type: none"> • Strategies for working with and accommodating students with Autism • Individual Case Consultation for students diagnosed with Autism • Development of Sensory areas within district buildings • Continuation of VB/MAPP classrooms within the district with consultation from PaTTAN <p>Have a Tac Consultant from the AIU and/or Watson Educational Consultant provide training on Autism across the District to the Elementary, Middle, and High School staff.</p>
Person Responsible	Supervisor of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	20
Provider	Allegheny Intermediate Unit#3, Watson Educational Consultants
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Staff will have the opportunity to gain knowledge regarding behavioral and academic intervention strategies and be provided resources to support students diagnosed with Autism.
Research & Best Practices Base	Staff will be provided with evidenced and researched based interventions and instructional strategies to assist students diagnosed with Autism.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>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>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p>

	Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Team collaboration
Evaluation Methods	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

Behavior Support

Description	<p>The Keystone Oaks School District will continue to provide staff training in the area of Behavior Support through consultation with specialists from the Allegheny Intermediate Unit, training provided through PaTTAN and utilizing district personnel.</p> <p>Evidence that will indicate implementation of professional development will include agendas and staff sign in sheets.</p> <p>Future Professional Development in the area of Behavior Support:</p> <p>Fall 2019-Spring 2022:</p> <ul style="list-style-type: none"> • CPI Training for new staff and refresher courses for existing staff • AIU Behavior Consultation for individual cases • AIU and/or Watson Educational Consultant training on Data Collection for Functional Behavioral Assessments (FBAs) and the development of
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	<p>Positive Behavior Support Services across the district</p> <ul style="list-style-type: none"> • Paraprofessional participation in PaTTAN webinars for behavior intervention and techniques
Person Responsible	Supervisor of Special Education, Supervisor of Pupil Services
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	30
Provider	PaTTAN, Allegheny Intermediate Unit #3, Watson Educational Consultants
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	<p>Crisis Prevention and Intervention training will provide all staff with the ability to utilize de-escalation techniques and safely manage physical behaviors as a last resort intervention.</p> <p>Behavior Consultation will assist district staff in conducting Initial Lines of Inquiry and complete data collection which will lead to the development of a Positive Behavior Support Plan upon the conclusion of a Functional Behavioral Assessment.</p> <p>Staff will learn useful tools and procedures in order to act as a team leader.</p>
Research & Best Practices Base	Utilize positive antecedent strategies to initiate behavior change, focus on teaching the student skills they need to learn in order to function better in a school setting, and follow through with approved, researched based crisis prevention and intervention strategies when crises do occur.
For classroom teachers, school counselors and	<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</p>

education specialists	skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Asynchronous Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	refresher trainings, team meetings to review effectiveness of PBSP
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. analyze data related to discipline referrals for special education

Paraprofessional

Description	<p>The Keystone Oaks School District will ensure that the Special Education Paraprofessional staff participate in continuing education activities as part of a yearly training calendar.</p> <p>Staff members will be provided with presentation materials, resources and handouts from presentations. Staff are required to sign an attendance sheet indicating that they attended the presentation or submit documentation from the completion of on-line training.</p> <p>Future Professional Development in the area of Paraprofessional:</p> <p>Fall 2019-Spring 2022:</p> <ul style="list-style-type: none"> • CPR/First Aid • Crisis Intervention • Behavioral & Instructional Support • Inclusionary practices
Person Responsible	Supervisor of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	25
Provider	CPI Certified Trainers, Online Professional Development, Watson Educational Consultant, Allegheny Intermediate Unit #3
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	<p>Paraprofessionals will develop strategies to deal with behavior disruptions from students they are supporting in regular education settings and become CPI trained.</p> <p>Paraprofessionals will have a better understanding of the variety</p>

	of teaching styles and have a clear idea of what their role is in a variety of settings.
Research & Best Practices Base	Approved safe physical management program: Crisis Prevention and Intervention
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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator

	and/or peers
Evaluation Methods	Participant survey

Reading

Description	<p>The Keystone Oaks School District will continue to provide professional development in the area of English Language Arts through training in curriculum and instruction. These professional development opportunities are attended by both regular and special education teachers to ensure comprehensive implementation of the curriculum across all settings.</p> <p>Evidence that will indicate implementation of professional development will include agendas and staff sign in sheets.</p> <p>Future Professional Development in the Area of Reading:</p> <p>Fall 2019-Spring 2022:</p> <ul style="list-style-type: none"> • Inclusion of Special Education Teachers in professional development focused on common core curriculum and review of instructional practices through participation in general education curriculum meetings • Enhancing progress monitoring training for special education teachers at all levels • Aligning ELA instruction to SAS (Standards Aligned System)
Person Responsible	Supervisor of Special Education and Director of Curriculum, Instruction and Professional Development
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	20

Provider	Keystone Oaks School District Administration, Allegheny Intermediate Unit#3
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Both regular education and special education staff will gain knowledge in research-based best practices for reading/ELA instruction and knowledge of differentiated reading interventions for struggling students at all levels.
Research & Best Practices Base	Alignment of curriculum, instruction and assessment enables all students to have access to the same opportunities. Professional development content is based on research-based practices. In addition, ongoing progress monitoring will determine what additional supports are needed.
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>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>

Participant Roles	<p>Classroom teachers Principals / Asst. Principals New Staff Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans</p>

Transition

Description	<p>The Keystone Oaks School District continues to strive to utilize effective and efficient transition practices for students ages 14 and older as well as provide transition related professional development to the LEA, administration, and staff who work collaboratively with students of transition age and their families.</p> <p>Staff development opportunities in the area of Transition will continue to be provided to staff from the Keystone Oaks School District. Staff members will be provided with presentation materials, resources, and handouts from presentations. Staff are required to sign an attendance sheet indicating they</p>
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	<p>attended the professional development.</p> <p>Future Professional Development in the Area of Transition:</p> <p>Fall 2019-Spring 2022:</p> <ul style="list-style-type: none"> • Continuation of online webinars, professional development opportunities/workshops as they relate to transition, attendance at the local area transition coordinator conferences (TCCAC) • Completion of Transition Mapping in grades 7-12 for teacher reference reflecting transition tools across all transition domains • Continued training on Indicator 13 • Integration of the Career Readiness Indicators into the Transition Grid
Person Responsible	Supervisor of Special Education
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	20
Provider	Allegheny Intermediate Unit#3, PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	The Keystone Oaks School District staff who are involved with Transition Age students will gain knowledge in the area of transition planning by developing compliant IEPs, collecting data from students, their teachers and their families, develop appropriate goals and by providing services and activities with agency involvement in the transition process.
Research & Best Practices Base	The Keystone Oaks School District will comply to federal and state regulations related to Transition.
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	<p>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 leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists Parents</p>
Grade Levels	<p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Indicator 13 review</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>

	Portfolio
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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