

Central Columbia SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

4777 Old Berwick Rd
 Bloomsburg, PA 17815-3515
 570-784-2850
 Superintendent: Jeffrey Groshek
 Director of Special Education: Christina Fish

Planning Committee

Name	Role
Todd Wolinsky	High School Teacher - Regular Education : Professional Education Special Education
Nick Karnes	High School Teacher - Special Education : Professional Education Special Education
Tammi Cruice	Parent : Professional Education Special Education
Christina Fish	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 285

Identification Method

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

Students in Central Columbia School District who are identified with specific learning disabilities are identified through the discrepancy model. Central Columbia Elementary will be applying to PDE to implement the RTII model of identification for the 2020-21 school year.

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>

There are no significant disproportionalities noted on the Enrollment Difference Status Report.

Non-Resident Students Oversight

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

There are no facilities within the Central Columbia School District.

Incarcerated Students Oversight

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

There are no facilities within the Central Columbia School District that house incarcerated youth.

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.

Central Columbia implements a variety of interventions and processes in each building to ensure that students are in the least restrictive environment. In the Central Columbia Elementary the process of Instructional Support Teacher (IST) exists to identify individual students' need for interventions prior to identification. If a student is identified as needing special education services, the IEP team works to find ways to implement those services in the least restrictive environment whether that be in the regular classroom, a self-contained program in-district, or out of district placement. For students who are in public or private segregated settings, the LEA works with the current IEP team to find ways to transition students back to home district when the IEP team determines it is appropriate.

Central Columbia Elementary utilizes the "Leader in Me" program and School-wide Positive Behavior Supports at Central Columbia Elementary school to establish a positive behavioral setting. Interventions such as Foundations Reading, Wilson Reading, Balanced Literacy, Read Naturally, Learning Ally, Relfex Math and Everyday Math Interventions are utilized in the elementary and middle schools. Each school has a multi-tiered framework that utilizes intervention periods for students identified through progress monitoring as needing additional interventions. Data is collected through the use of AimsWeb, CDT's, formative and summative assessments, PSSA and Keystone testing. Central Columbia Middle School utilizes School-wide Positive Behavior Supports. Central Columbia currently utilizes the Central Susquehanna Intermediate Unit Technical Support Staff for training in the areas of Foundations, MTSS, and School-Wide Positive Behavior supports, All Learning Support teachers work within the regular classroom to support students as well as pull out students who are identified with needing additional instruction in reading or math. Grade level

teams review individual student data to determine fluid groups for MTSS times and then each teacher, including the LS teacher, take a group to focus on the needs of that group of students. Additionally, each building special education staff meet monthly to review student data.

Central Columbia High School Life-Skills program offers students the opportunity to work with their non-disabled peers through the course Individuals with Development Disabilities. This class is offered for Social Studies credits to seniors. The regular education students come into the life-skills classroom to work with their disabled peers as peer tutors. Additionally, the Central Columbia Middle School offers an elective course for 7th and 8th grade students called New Companions where regular education students work with students in the life-skills and emotional support classroom as peer tutors.

Currently Central Columbia meets all target in the Indicator 5 section.

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.

Central Columbia Policy #113.2 addresses the use of positive behavior supports. The elementary school utilizes the "Leader in Me" program that addresses behavior from an instructional perspective as well as reinforces positive behavior supports. Additionally, Central Columbia Elementary and Middle School implement a School-Wide Positive Behavior Supports framework. Central Columbia trains and utilizes the Safe Crisis Management techniques for de-escalation. Courses on physical and non-physical use of SCM are provided annually by in-house trainers. Currently, Central does not utilize School-Based Behavioral Health Services, however, the interagency relationship between Central Columbia and local providers is strong. We consistently utilize CASSP meetings to address significant behavioral and mental health needs. In addition, through a partnership with county services we have a Blended Counselor on site full-time. The school social worker provides crisis response in addition to and individual counseling. In addition Central Columbia has a Behavior Specialist who meets with students individually, completes Functional Behavior Assessments, develops positive behavioral support plans and provides support to regular education teachers. In the 2019-20 school year, Central Columbia began to utilize the Aperature Social and Emotional Learning website. Teachers are trained in the use of the DESSA assessment tool, data analysis and SEL curriculum materials.

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.

Central Columbia utilizes the CASSP system involving local agencies. Local school districts provide programs that are not offered in the Central Columbia School District that are utilized if necessary. In addition Central Columbia utilizes programs offered by the Central Susquehanna Intermediate Unit. Other private agencies are available in the area for placement and wrap around services. At the state level the Regional Interagency Coordinator is available to assist.

Private agencies with whom we have had the most success with are New Story, BSI, Children Service Center and the CSIU 5 Star Program. Currently students with significant behavioral concerns are placed in these programs. Central Columbia Elementary has an Emotional Support classroom for grades K-4 and Central Columbia Middle School has an Emotional Support Classroom for grades 5-8. Additionally, Central Columbia Elementary has an Autism Classroom for grades K-4 and plans on creating an Autism Classroom in Central Columbia Middle School to begin the 2021-22 school year. Central Columbia Middle school hosts a CSIU Deaf and Hard of Hearing class for students grades 5-8. Central Columbia currently has life skills support classrooms in all three buildings.

Assurances

Special Education Assurances

No policies or procedures have been identified.

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
Warrior Run School District	Neighboring School Districts	MDS Classroom	1
Shikellamy Area School District	Neighboring School Districts	CSIU MDS Classroom	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	25	0.5
Locations:				
Central Columbia 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%)	Learning Support	5 to 9	7	0.5
Locations:				
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 23, 2018*Reason for the proposed change:* Adding program**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	8	1
Justification: The IEP team has agreed to exceed the Age Range limitation in Ch 14 for valid educational reasons				
Locations:				
Central Columbia Elementary School	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:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	25	0.5
Locations:				
Central Columbia 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%)	Learning Support	10 to 10	7	0.5
Locations:				
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 10	12	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in an elementary building with students KG-4th Gr.				
Locations:				

Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 10	12	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in an elementary building with students KG-4th Gr.				
Locations:				
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 15	15	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a middle school building with students 5th-8th Gr.				
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	25	0.5
Locations:				
Central Columbia Middle School	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	10 to 12	7	0.5

Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	25	0.5
Locations:				
Central Columbia Middle School	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 13	7	0.5
Locations:				
Central Columbia Middle School	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:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	25	0.5
Locations:				
Central Columbia Middle School	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 14	7	0.5
Locations:				
Central Columbia Middle School	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:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	25	0.5
Locations:				
Central Columbia Middle School	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 15	7	0.5
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016**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 21	15	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in a high school building with students 9-12 Gr.				
Locations:				
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia 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%)	Learning Support	14 to 21	7	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia High School	A Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia 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%)	Learning Support	14 to 21	7	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia High School	A 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:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 10	3	0.2
Justification: Teacher works with students individually.				
Locations:				

Central Columbia Elementary School	An Elementary 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	Autistic Support	10 to 14	3	0.2
Justification: Teacher works with students individually.				
Locations:				
Central Columbia Middle School	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	14 to 21	3	0.2
Justification: Teacher works with students individually.				
Locations:				
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 18	6	0.5
Justification: Teacher works with students individually.				
Locations:				
Central Columbia School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 24, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 15	15	1
Justification: This is a program that provides services for students grades 5-8. Age range waivers are issued at each IEP meeting.				
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* Intermediate Unit**PROGRAM DETAILS**

Type: Class

Implementation Date: August 22, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	10 to 14	2	1
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: April 15, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	25	0.5
Locations:				
Central Columbia Elementary	An Elementary 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 Columbia School District	1
School Psychologist	Central Columbia School District	1
Blended/School Social Worker	Central Columbia School District	1
Physical Therapist	Central Columbia School District	0.2
Classroom Aide/KG	Central Columbia Elementary School	1
Classroom Aide/KG	Central Columbia Elementary School	1
Classroom Aide/1st Grade	Central Columbia Elementary School	1
Classroom Aide/2nd grade	Central Columbia Elementary School	1
Classroom Aide/3rd Grade	Central Columbia Elementary School	1
Classroom Aide/4th Grade	Central Columbia Elementary School	1
Classroom Aide/Life Skills	Central Columbia Elementary School	1
Classroom Aide/Life Skills	Central Columbia Elementary School	1
Personal Care Assistant	Central Columbia Middle School	1
Occupational Therapist	Central Columbia School District	1
Orientation & Mobility Specialist	Central Columbia School District	0.08
Classroom Aide/5th Grade	Central Columbia Middle School	1
Classroom Aide/6th Grade	Central Columbia Middle School	1
Classroom Aide/7th Grade	Central Columbia Middle School	1

Classroom Aide/8th Grade	Central Columbia Middle School	1
Classroom Aide/Life-Skills	Central Columbia Middle School	1
Classroom Aide/Life-Skills	Central Columbia Middle School	1
Personal Care Assistant	Central Columbia Middle School	1
Personal Care Assistant	Central Columbia Middle School	1
Personal Care Assistant	Central Columbia Middle School	1
Classroom Aide/Life Skills	Central Columbia High School	1
Personal Care Assistant	Central Columbia High School	1
Classroom Aide/Life Skills	Central Columbia High School	1
Physical Therapy	CCSD	0.1
Behavior Specialist	CCSD	1
Classroom Aide/Emotional Support	Central Columbia Elementary School	1
Classroom Aide/Emotional Support	Central Columbia Elementary School	1
Classroom Aide/Autistic Support Aide	Central Columbia Elementary	1
Classroom Aide/Autistic Support Aide	Central Columbia Elementary	1
Classroom Aide/Life Skills	Central Columbia Elementary	1
Classroom Aide/Emotional Support	Central Columbia Middle School	1
Classroom Aide/Emotional Support	Central Columbia Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech and Language Support	Outside Contractor	5 Days
Speech and Language Support	Outside Contractor	5 Days
Speech and Language Support	Outside Contractor	2.5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Elementary and Middle School Autistic Support teachers will receive TEACHH Training through the Timothy School.
Person Responsible	Christina Fish
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	2
Provider	Timothy School
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Objective is to support student achievement through systems change/support in the areas of Autism. Train and coach school district staff to implement the TEACHH Instructional Practices/Tools.
Research & Best Practices Base	TEACHH Instructional Practices/Tools.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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.

Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

Behavior Support

Description	1. Ongoing implementation of Leader in Me in the Elementary School. 2. Implementation of the SWPBS framework in the Elementary School. 3. Ongoing implementation of SWPBS in the Middle School. 4. Ongoing implementation of Positive Behavior Supports in High School.
Person Responsible	Emily Brockman (Elementary), Chad Heintzelman (Middle School), Adam Comstock (High School)
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	25
# of Participants Per	50

Session	
Provider	District/PaTTAN/CSIU
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	<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	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.
Training Format	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</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	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
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>

Paraprofessional

Description	<ol style="list-style-type: none"> 1. PDE Required 20 hours of annual training. 2. Paraprofessional multi-district conference. 3. SafeSchools Website https://centralcolumbia-pa.safeschools
Person Responsible	Christina Fish
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	40
# of Participants Per Session	35
Provider	District
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,	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

school counselors and education specialists	<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	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.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Online-Synchronous</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	Analysis of student work, with administrator 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.

Reading

Description	Wilson training for all learning support special education staff
Person Responsible	Christina Fish
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6
# of Sessions	3
# of Participants Per Session	10
Provider	CAIU 15
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is a refresher for some staff and a new training for others.
Research & Best Practices Base	Reading intervention tool for Tier 2 and Tier 3 students.
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>
Training Format	Series of Workshops
Participant Roles	Classroom teachers
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 Analysis of student work, with administrator 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.

Transition

Description	Staff to attend Annual PDE Transition Conference.
Person Responsible	Christina Fish
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	3
Provider	PaTTAN
Provider Type	PaTTAN
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. 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	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring
Evaluation Methods	Classroom student assessment data

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