

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 136
School District Total Student Enrollment 816
Percent of Students Receiving Special Education 16.7

Steering Committee

Name	Position/Role	Building	Email
Ralph Cecere	Building Principal	Portage Area JSHS	rcecere@mustangmail.org
Eric Zelanko	Superintendent	Portage Area SD	super@mustangmail.org
Scott Burda	Special Education Teacher	Portage Area JSHS	sburda@mustangmail.org
Kathy Hough	Board Member	Portage Area SD	khough@mustangmail.org
Pete Noel	Director of Special Education	Portage Area SD	pnoel@mustangmail.org
Ashley James	Parent	Portage Area SD	ashley15946@yahoo.com
Amanda Donoughe	General Education Teacher	Portage Area El Sch	adonoughe@mustangmail.org
Ashley Shaffer	Other	Portage Area SD	ashaffer@mustangmail.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
<p>The LEA will provide professional development to special education staff and related personnel regarding Extended School Year Services (ESY), including documentation with evidence that supports required criteria considerations and adherence to timeline for determination of ESY services. Evidence of Results: 1) Training agendas, hand-outs, and participant sign-in-sheets. 2) Student file review</p>	
<p>The LEA will make training opportunities available to parents which address the special knowledge, skills and abilities to serve the unique needs of children with disabilities. The LEA will submit participant sign-in-sheets, training agendas, digital training documentation and materials disseminated to the BSE Advisor as verification of corrective action.</p>	
<p>Transition Requirements- The LEA has been provided with the names of individual students for whom corrective action is required. IEP teams shall reconvene and develop and/or revise/modify documents as required. The LEA will conduct personnel training for special education teachers and related personnel regarding the transition process and subsequent IEP documentation which includes annual updates. Evidence of results: 1) Training agendas, hand-outs, and participant sign-in-sheets. 2) Student file review.</p>	
<p>Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually. The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of training including agendas, handouts, and sign-in-sheets. The BSE Adviser will conduct a review of files to verify compliance.</p>	
<p>Information or data reviewed by the IEP team to support the ESY eligibility determinations. The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the SBE Adviser with documentation of training including agendas, handout, and sign-in-sheets. The BSE Adviser will conduct a review of files to verify compliance.</p>	
<p>A description of the other options the IEP team considered and the reason why those options were rejected. The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of training including agendas, handouts, and sign-in-sheets. The BSE Adviser will conduct a review of files to verify compliance.</p>	
<p>NOREP/PWN reflects the educational placement indicated on the student's IEP The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. The LEA will provide the BSE Adviser with documentation of training including agendas, handouts, and sign-in-sheets. The BSE Adviser will conduct a review of files to verify compliance.</p>	

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

If the Portage Area School District were a host district of a 1306 facility, district administration and/or staff would communicate and collaborate with the facility's staff and personnel to establish educational programming appropriate to meet the needs of the students. PASD would follow the guidelines established under 1306 of the school code when working with the facility to provide educational programming options and services for students. Students with disabilities would be provided with a free and appropriate education (FAPE) within the least restrictive environment (LRE) as determined by each student's IEP team. Any information that could impact the educational options and/or educational environments for a student, such as, court orders and/or treatment needs would be reviewed and considered by the IEP team as well.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

In the event that a student from the Portage Area School District is placed in a 1306 facility, district personnel will ensure transfer of records within the required 10 business days of the request, and staff will remain in contact with personnel from the facility throughout a student's placement. Additionally, PASD staff will maintain a role in student monitoring and educational planning. With timely notification of student discharge or release, PASD staff will communicate and collaborate with the facility and host district personnel to facilitate a smooth transition back to the home district or other program determined to best meet the student's educational needs.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
The Portage Area School District is not a host district since there are currently no facilities for incarcerated students within its geographical boundaries. If PASD has incarcerated students, the district will collaborate and cooperate with the host district and/or the Intermediate Unit that provides the educational services to ensure that students who may be eligible for special education are located, identified, evaluated, and have IEP's developed that are appropriate to meet their educational needs. PASD's special education department/staff will ensure that the students' educational records are provided to the educating entity in a timely manner, participate in meetings and maintain special education records for all incarcerated students. As per the compulsory education laws, all students under the age of 18 who are incarcerated in adult facilities will be provided an appropriate educational program. Incarcerated students ages 18-21 who have not received a high school diploma and wish to continue their education will be provided the opportunity to do so.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The state's Special Education Data Report from the 2019-2020 school year reflects that the Portage Area School District educated 71.5 % of our special education students inside the regular education class 80% or more of the day. With this percentage, the district exceeded the State average of 61.5 % for this category. PASD did not have a large enough group sizes for PDE to display data regarding the Inside the Regular Class Less then 40% or SE in other settings categories. Baseline data was reset in 2019-2020, therefore no target measurements were performed. The district will continue to explore options that will promote the delivery of special education services within the general education environment to continue to meet the SPP Targets for this indicator. The district continues to provide training to its staff that promotes the delivery of services, programs and supplementary aides & supports in the general education environment. The district continues to utilizes paraprofessionals and/or Co-Teachers as a means of providing instructional support and an increased level of access to the general education environment and curriculum. The district plans to continue to explore ways to expand and enhance this practice.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

PASD utilizes a MTSS process as a universal practice to assist with addressing academic and social/emotional needs of all students. This process involves various assessments/data collection procedures and collaboration between general education teachers, educational specialists and administrators. This team will review student data and recommend interventions, strategies, supplementary aids/services and accommodations to address the needs of students in their learning environments. If the students does not make progress with the aforementioned recommendations, parents will be contacted to discuss the option for a multidisciplinary team evaluation. If the student is found to be eligible for special education services, the student's IEP team (including the parent/guardian) will meet to collaborate and make decisions regarding the educational programs and services (academic and social emotional) that are needed for each child. This includes the determination of where the services are provided to the student. First, the IEP teams review the students' present levels of academic achievement and functional performance. At this point the team will discuss the child's progress and identify current educational strengths and needs. Next the team will determine appropriate goals/objectives to address the needs previously identified for the student. Then the IEP team will discuss and determine the specially designed instruction, program modifications and supplementary aids and services that the student will be required as part of the student's individualized education plan. Lastly, the IEP team will discuss and determine the appropriate educational placement in which the student will receive Special Education programs and services. The IEP teams always consider the regular education environment with supplementary aids and services before moving down the continuum to a more restrictive environment. If the student will not participate with students without disabilities in the regular education environment/class an explanation will be provided as part of the student's IEP.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The goal of the Portage Area School District is to provide all special education supports and services to each identified student in the least restrictive environment to the maximum extent appropriate. The importance of the use of inclusionary practices continues to be a priority and is stressed within the district to help ensure that students are educated in the least restrictive environment. Collaboration between the general and special education teachers is encouraged and supported by building administrators. District administrators and staff collaborate to determine scheduling practices and procedures that will support/promote inclusionary opportunities for student with disabilities. The district has implemented co-teaching practices and intervention services in the general education setting to promote educating students in the least restrictive environment. The district's special education teachers have been

trained in the use of Supplementary Aids and Services Toolkit. This framework serves as a valuable resource for IEP teams when discussing the need for supplementary aids and services that may be included in student IEP's to help promote maximum integration in the general education classroom and curriculum. During this past school, the district purchased and trained staff on how to use a program called Accomods. Accomods is a tool that assists/guides IEP teams with the development of appropriate, specially designed Instruction for students with special needs by aligning student's strengths and learning needs to hundreds of accommodations and modifications.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. To ensure meaningful participation in extracurricular activities and non-academic activities, this topic is discussed at every IEP meeting. Each student's IEP team discusses the the student's individual needs, and the team decides if the student's plan is to include the use of supplementary aids and services for participation in extracurricular activities. Examples of these supplementary aids and services may include, but are not limited to the following: specialized transportation, nursing services, access to self care items or one-to-one behavioral supports.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
Students with disabilities that are placed in private institutions are based on the individual educational needs of the student. if the placement is determined through the IEP team process, the team discusses and decides what is the maximum extent appropriate that the student is educated with non-disabled children and the opportunities for the student to participate in district lead extracurricular activities. The district's Director of Special Services maintains communication with the private institution and participates in IEP and other meetings held for the student during the placement. In the event that a student is placed in the private institution via the courts or medical personnel, the students opportunity for participation may be limited based upon the necessity of the placement.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
PASD continually reviews the number of students placed in out of district programs to determine if there is a need to establish internal programs to meet the needs of our students with disabilities. PASD is committed to providing programs and services for its students in the least restrictive environment. Within the last two years, the district had a significant increase in the number of students with Autism that needed a higher level of supports and services. The district acted promptly in creating an new program to meet the educational needs of these students within the district. At the current time, PASD is providing the type and level of supports appropriate to meet the needs of our student population. If the need for additional services or programs arise based upon a change in student needs, the district will reconfigure staffing or create new programming to address these needs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Central Cambria School District	Other	School District	Central Cambria School District	Multiple Disabilities Support	1
Pressley Ridge	Licensed Private Academic		Pressley Ridge	Emotional Support	1
Appalachian Youth Services	Other	Day Treatment Program	IU 08	Learning Support	1
Appalachian Youth Services	Other	Day Treatment Program	IU 08	Emotional Support	1
IU8 Bridge-Transitional Community	Other	Community Based	IU 08	Life Skills Support	2

Positive Behavior Support

Date of Approval
2019-11-13

Uploaded Files

BoardDocs® PL 113.2 Behavior Support (1).pdf

1. How does the district support the emotional, social needs of students with disabilities?

The Portage Area School District has an established Behavior Support Policy. The basis of this policy is to ensure that students with disabilities are educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. If a student exhibits a need for behavioral supports, the student's IEP team will convene to incorporate appropriate positive behavioral interventions, strategies and support into the IEP to address the behavior(s) that are interfering with learning. The policy state that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans will be based on a functional assessment of behavior and will include the use of research-based techniques to develop and maintain skills that will enhance student' opportunities for learning and self-fulfillment. The following are some examples of supports the district utilizes to meet the emotional and social needs of students with disabilities: 1) Provide an outside agency (Alternative Community Resource Program) space to provide school based counseling services to students. 2) Individual and small group session with Emotional Support teacher to address individualized social-emotion needs 3) Social Worker services to address individualized social-emotion needs 4) Use of the Zones of Regulation framework to assist students in developing emotional regulation skills 5) Online Social-Emotional Resources to address anxiety management, anger management and bullying prevention 6) 2022-23 SY the district is implementing a K-12 SEL curriculum (Move This World)

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.

The Portage Area School District provided professional development and training to staff that promotes the enhancement and expansion of the continuum of supports and/or services that will provide students with disabilities access to the general education curriculum and intervention programs/services in the least restrictive environment. The district's special education teachers have been trained in the use of the Supplementary Aids and Services Toolkit. This framework serves as a valuable resource for IEP teams to help promote maximum integration in the general education classroom and curriculum. The Portage Area School District recognizes the importance of training staff in the use of positive behavior supports and de-escalation techniques. The district utilized the Crisis Prevention Institute's Non-Violent Crisis Intervention Program to train its staff on verbal de-escalation techniques and physical control techniques. All special education personnel, including paraprofessionals, have been trained through this program. Each year these individuals participate in a refresher workshop to maintain their certifications. All new special education staff members complete the initial 2-day training program. Additionally, all

PASD staff have received training in De-escalation techniques provided by the local IU. If a student would require immediate intervention due to engaging in behaviors that may cause harm to his/herself, the district may utilize the following emergency procedures: 1) use of safe physical control techniques 2) Notify parent/guardian to remove the student from the school 3) Notify police, if needed 4) Notify mental health service providers 5) Contact emergency services and ambulance

3. Describe the district positive school wide support programs.

The district positive school wide support program is based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment an unreasonable use of restraints or other aversive techniques. The district utilizes components of the BPIS framework, such as quarterly behavioral incentives and the "PRIDE" motto, but has not yet applied to be part of the PBIS state initiative, The district did sign a letter of intent to become a PBIS district prior to the Covid-19 pandemic, and is going to be looking at pursuing this again during the upcoming school year. In the event that a student needs individualized behavioral supports, informal and/or formalized behavior support programs and plans will be based on a functional assessment of behavior and will include the use of research-based techniques and positive reinforcement to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment.

4. Describe the district school-based behavior health services.

The Portage Area School District has an established agreement with the Alternative Community Resource Program (ACRP) to provide School Based Counseling Services to student that may need Behavioral Health Services. The goal of the Outpatient School Based Counseling is to increase the student's level of functioning within the school environment. The School Based Therapist may facilitate individual, group or family therapy within the school environment depending on the need of the student. Individual counseling may address behavioral issues that interfere with the student's learning within the school environment. Intervention utilized may assist in the prevention of peer relational problems, bullying, conflicts with authority figures, verbal and physical aggression. During the 2020-2021 school year PASD has added a full time School Social Worker to our staff. This position has been very beneficial in providing direct services to students, as well as, coordinating with families and external organizations to provide various mental/behavioral health services for students within the school and home environments. The following is a non-exhaustive list of various organizations that the district has worked with to provide supports and resources to students and families within the district. -Victim services to provide therapy to sexual assault victims. -Women's Help Center to educate students on healthy relationships deemed in need. -Healing Patch Greif Support for students who have lost loved ones. -Starting in 22-2023 Merakey for Blended Case Manger/Independent Living Goals/Mental Health Services

5. Describe the district restraint procedure.

The restraint reporting and data collection procedures here at Portage Area School District consist of the following; 1. The teacher will complete and sign the Restraint Reporting and Data Collection Form and submit to the building principal. 2. The building principal will review and sign the report. 3. The building principal will submit the report to the Director of Special Education, Special Education Secretary and a copy to the Superintendent. 4. The Director of Special Education will enter the incident in the Restraint Information System Collection (RISC) system. 5. Any restraint that results in an injury to a student and/or staff will be reported via email to the Bureau of Special Education to eleaman@state.pa.us with a carbon copy to adeluca@state.pa.us within three school days. 6. In the event the Director of Special Education is not available within three school days, the Special Education Secretary will report the incident. 7. The Restraint Reporting and Data Collection Form and procedure are stored on the Special Education share drive.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

Currently the district is not having difficulty ensuring a free appropriate public education (FAPE) for any students. However, if the district would be unable to provide FAPE for a student, the IEP team would work collaboratively with various outside agencies to ensure FAPE is provided to our students. An interagency approach would be used to resolve and locate educational placements and services for the student. The school district would utilize the services of an Interagency Coordinator through Intermediate Unit 08, to assist student IEP teams on locating or determining an appropriate educational program for the student. Additionally, the district will request the involvement of the Children and Adolescent Service System Program (CASSP) to assist in helping to determine or access appropriate programs and services for hard to place students. Any recommendations/options regarding programs, services or placement is discussed and determined by the Individualized Education Plan team, in which parents are actively involved in the decision-making process. The team would analyze the educational program, benefits, and services at each placement. Once the appropriate placement is selected, the district will work collaboratively with the staff at the selected facility to ensure all necessary records and information regarding the student is provided in a timely manner to promote a successful transition. The district maintains close contact to ensure FAPE is being provided to the student. Additionally, the IEP team would look at their continuum of supports and services the district currently offers to determine if there are any gaps in the services causing the difficulty in providing FAPE.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU8-VIS	Multiple	Full-time (1.0)	05/25/2022 01:34 PM

Building Name		
Portage Area SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Portage Area El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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IU8-HIS	Multiple	Full-time (1.0)	05/25/2022 01:31 PM
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Building Name		
Portage Area SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	13 to 13
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS01	Secondary	Full-time (1.0)	04/29/2022 03:19 PM

Building Name		
Portage Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.18

Building Name		
Portage Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Portage Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.08

Building Name		
Portage Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES02	Elementary	Full-time (1.0)	04/29/2022 03:16 PM

Building Name		
Portage Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.15

Building Name		
Portage Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS03	Secondary	Full-time (1.0)	04/29/2022 03:14 PM

Building Name		
Portage Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.16

Building Name		
Portage Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16

Age Range Justification	FTE %
	0.4

Building Name		
Portage Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS02	Secondary	Full-time (1.0)	04/29/2022 03:12 PM

Building Name		
Portage Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.18

Building Name		
Portage Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Portage Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS04	Secondary	Part-time (0.5)	04/29/2022 03:20 PM

Building Name		
Portage Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.28

Building Name		
Portage Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES04	Elementary	Full-time (1.0)	04/29/2022 03:07 PM

Building Name		
Portage Area El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.3

Building Name		
Portage Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES03	Elementary	Full-time (1.0)	05/02/2022 02:17 PM

Building Name		
Portage Area El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.15

Building Name		
Portage Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Students either participate in Autistic Support one on one or in small group settings within their age range.		0.42

Building Name		
Portage Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES07-SLS	Multiple	Full-time (1.0)	05/25/2022 02:05 PM

Building Name		
Portage Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Students either participate in Speech/Language Support one on one or in small group settings within their age range.		0.62

Building Name		
Portage Area JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 18
Age Range Justification		FTE %
Students either participate in Speech/Language Support one on one or in small group settings within their age range.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES05	Elementary	Full-time (1.0)	04/29/2022 03:02 PM

Building Name		
Portage Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.2

Building Name		
Portage Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES01	Elementary	Full-time (1.0)	04/29/2022 02:59 PM

Building Name		
Portage Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES06	Elementary	Full-time (1.0)	04/29/2022 02:56 PM

Building Name		
Portage Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %

	0.45
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS05	Secondary	Full-time (1.0)	04/29/2022 02:53 PM

Building Name		
Portage Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.15

Special Education Facilities

Building Name		Room #
Portage Area JSHS		120
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area JSHS		114
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area JSHS		101
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area JSHS		124
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 23 feet, 0 inches	644sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area JSHS		220
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 28 feet, 0 inches	644sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 27 feet, 0 inches	621sqft	22
Implementation Date		
2022-05-26		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area El Sch		404
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area El Sch		304
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 27 feet, 0 inches	648sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area El Sch		504
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 24 feet, 0 inches	600sqft	21
Implementation Date		
2022-05-26		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area El Sch		602
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

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11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area El Sch		602
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 24 feet, 0 inches	648sqft	23
Implementation Date		
2022-05-26		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Portage Area El Sch		711
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 27 feet, 0 inches	378sqft	13
Implementation Date		
2022-05-26		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

14Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Social Worker	1	District Wide	District
School Psychologist	1	District Wide	District
Director of Special Education	1	District Wide	District
Paraprofessionals	3	Secondary	District
Paraprofessionals	2	Secondary	Contractor
Paraprofessionals	2	Elementary	District
Paraprofessionals	9	Elementary	Contractor
Guidance Counselor	1	District Wide	District
Transition Coordinator	1	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
IU Autistic Support/Emotional Support Network			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022- 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	Special Education Teachers

Description of Training			
Understanding & Teaching Students with Autism			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Verbal De-Escalation			
Lead Person/Position		Year of Training	
Pete Noel		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

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Description of Training			
Addressing Problem Behaviors Through Functional Behavioral Assessments (FBAs) and Positive Behavior Support Plans (PBSPs)			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Special Education Teachers

Description of Training			
Effective Practices in Classroom Management			
Lead Person/Position		Year of Training	
Pete Noel/ Special Education Director		2023-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	General Education Teachers Special Education Teachers

Paraprofessional

Description of Training			
Paraprofessional Online Training Modules			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022-25	
Hours Per Training	Number of Sessions	Provider	Audience
6.67	3	District Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
First Aid & CPR			
Lead Person/Position		Year of Training	
Pete Noel/ Special Education Director		2022 & 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Other	Paraprofessionals

Transition

Description of Training			
IU 08 Secondary Transition Network			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Intermediate Unit	Special Education Teachers

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
Pete Noel		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
Language Essentials for Teachers of Reading and Spelling (LETRS) Training			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
5	3	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Text Dependent Analysis (TDA)			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Formative Assessment and Engagement Strategies			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

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Parent Training

Description of Training			
Positive Behavioral Support for Families			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Speech & Language Strategies for Parents at Home			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Conduct annual parent surveys to determine relevant training needs on a yearly basis			
Lead Person/Position		Year of Training	
Pete Noel/Director of Special Education		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

IEP Development

Description of Training			
The Essentials of IEP Writing			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1.25	12	PaTTAN	Special Education Teachers

Description of Training			
Special Education Progress Monitoring			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Determining, Delivering and Documenting Extended School Year Services			
Lead Person/Position		Year of Training	
Pete Noel/Special Education Director		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

