

Trinity Area SD  
**Special Education Plan Report**  
07/01/2020 - 06/30/2023

# District Profile

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## Demographics

231 Park Ave  
 Washington, PA 15301  
 (724)223-2000  
 Superintendent: Michael Lucas  
 Director of Special Education: Kenneth Cross

## Planning Committee

Name	Role
Paul Kostelnik	Administrator : Special Education
Eric Lauver	Administrator : Special Education
Dr. Michael Lucas	Administrator : Special Education
Donald Snoke	Administrator : Special Education
Craig Uram	Administrator : Special Education
Kathy Underwood	Ed Specialist - Other : Special Education
Dr. Rosa Tucker	Ed Specialist - School Psychologist : Special Education
Kristi Kubatka	Elementary School Teacher - Special Education : Special Education
Gretchen Mountain	High School Teacher - Regular Education : Special Education
Bobbi Belleville	High School Teacher - Special Education : Special Education
Paul McCormick	High School Teacher - Special Education : Special Education
Robyn Willis	High School Teacher - Special Education : Special Education
Becky Siembak	Middle School Teacher - Special Education : Professional Education Special Education
Alex Smith	Middle School Teacher - Special Education : Special Education
Melinda Lehman	Parent : Special Education
Ken Cross	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 646

### *Identification Method*

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

“Each school district and intermediate unit shall develop procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures shall be included in the school district’s and intermediate unit’s special education plan in accordance with § 14.104(b) (relating to special education plans).”

The Trinity Area School District adheres to both the Individuals with Disabilities Education Act (IDEA) and Chapter 14 of the Pennsylvania School Code, Special Education Services and Programs to identify students with specific learning disabilities. Currently, the district is using a discrepancy model, "...a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement or relative to age or grade" (§14.125[a][2][ii]), to identify students who meet the criteria for specific learning disabilities (SLDs).

To determine that a child has a specific learning disability, the school district or intermediate unit shall:

Address whether the child does not achieve adequately for the child’s age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child’s age or State-approved grade-level standards.

- *Oral expression*
- *Listening comprehension*
- *Written expression*
- *Basic reading skill*
- *Reading fluency skills*
- *Reading comprehension*
- *Mathematics calculation*
- *Mathematics problem solving*

Per Chapter 14 of 22 Pa code, a certified school psychologist is required for evaluation of the students with specific learning disabilities. If a team member disagrees with a team's conclusion related to the identification of the student as having a specific learning disability, the member may submit a separate statement presenting the member's dissent to the local education agency (LEA). The information must then be attached to the evaluation report.

## *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The Trinity Area School District (TASD) has a higher disproportionate enrollment of students with speech and/or language impairments along with students who have been identified as having an emotional disturbance. These disproportionalities can be attributed to several factors within the school district.

The TASD provides a full spectrum of special education supports & services for students with disabilities at all levels (elementary, middle school, high school) which includes learning support, emotional support, autistic support and life-skills support programming options for IEP teams to consider. In addition, the district contracts with Intermediate Unit One and Redstone Rehabilitation Services to provide students with vision/hearing supports and occupational/physical therapy services. Lastly, the district recognizes the social and emotional needs of their students, so social work and licensed professional counseling services are also available in all district buildings as well. Due to the variety of special education services and supports within the district there is a higher level of speech and language support services required to meet the needs of the students attending these programs. Additionally, students in the school district have a variety of different needs and require not only academic supports to be successful, but also emotional and therapeutic supports as well. In cases where a student has significant emotional/behavioral needs or a remarkable family history, social history and psychiatric evaluations are also completed for students, as a contracted service through the district.

On the opposite end, the Trinity Area School District has a lower disproportionate enrollment of students identified with specific learning disabilities as well as those students who fall under the disability category of Other Health Impairments. These disability categories fall under the State averages and are currently less prevalent within the district.

In the above mentioned areas, the Trinity Area School District follows all State (Chapter 14 of 22 Pa Code) and Federal (IDEA) mandates when determining student eligibility for special education services. Students are evaluated using standardized measures using data driven decisions made by each student's multi-disciplinary/IEP team. All staff, including speech and language pathologists, certified school psychologists and special education teachers go through annual professional development trainings related to conducting student evaluations (including medical information

provided from outside service providers), writing individualized education programs (IEPs) & progress monitoring. Moving forward, the district will continue to monitor the supports that are being provided to its students, while ensuring that all decisions are being based from valid and reliable assessments, so teams can make appropriate eligibility team decisions for students.

### *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?

The Trinity Area School District (TASD) provides services to non-resident students as per Section 1306 of the Public School Code. However, if such an institution should open up within the District's boundaries, the District would follow the State guidelines to assure students receive the appropriate special education services while being instructed in the least restrictive environment within the required timelines. These guidelines are stipulated in the Basic Education Circular, Non-Resident Students in Institutions - 24 P.S. Section 13-1306.

All students are registered and enrolled in the district within five (5) days, as required. Clear enrollment procedures exist within the District. All new students are enrolled by the District's Enrollment Secretary whose office is located in the main office of the High School. Upon enrollment, the Guidance Secretary contacts the student's previous school and requests all school records for the student, including special education records. Student IEPs are then reviewed by the Special Education Director, so a special education case manager can be assigned along with the appropriate related service providers. The incoming IEP is then adopted upon enrollment with initial revision being made as needed and a new Notice of Recommended Educational Placement (NOREPs) issued. Lastly, within 30 calendar days of the student enrollment, an IEP meeting is scheduled and held, so a Trinity Area School District IEP can be developed and implemented by the IEP team.

Currently, as the resident school district (the district in which the parent resides), TASD acknowledges residency through the PDE 4605 form, Determination of District of Resident Students in Facilities or Institutions. The TASD then pays the tuition bill when invoiced from the providing district. When a district provides the special educational services to a non-resident student, the Trinity Area School District will acknowledge and confirm the services while paying the invoice supplied by the providing district.

At this time, the only barrier that exists which limits the District's ability to meet its obligations under Section 1306 of the Public School Code, is the extensive amount of time the group agencies take in notifying the District of a new student. A high level of communication between agencies and the District minimizes the challenges involved with providing a free, appropriate, public education

(FAPE) for students with disabilities who are determined to meet the criteria under Section 1306.

### *Incarcerated Students Oversight*

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

When the District is aware that a school-age student with a disability has been incarcerated, it will follow the Basic Educational Circular – Education Services for Students Incarcerated (24 P.S. 13-1306.2).

"School districts, within whose boundaries a local correction institution is located, should comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. comply with the "child-find" obligations of IDEA;
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP."

In meeting the above state mandates, The District's Annual Public Notice is published in a variety of settings, to help make it accessible to the Trinity Area School District community. Currently, the Annual Public Notice can be found in the following locations:

- A local newspaper, The Washington Observer-Reporter
- District web page
- The District's Special Education Department
- The District's Central Office
- Within each of the District schools

The LEA will also contact a representative from the appropriate correctional facility with assistance from the local law enforcement as necessary, in order to obtain the necessary student paperwork.

- In cases where a decision is made for a student to be evaluated, the district and correctional facility will work collaboratively together to complete a school based multi-disciplinary evaluation to determine student eligibility for special education services. If the student is found eligible, then an IEP will be developed for the student to receive a free and appropriate public education.
- In cases where the student who is incarcerated had already been identified, then the district and correctional facility will work collaboratively together to provide the student FAPE through a developed and implemented IEP.

The Trinity Area School District (TASD) also collaborates with the Washington School District in providing educational services to students with special needs who are incarcerated in the Washington County Jail. Washington County employs a teacher for students with disabilities who are incarcerated. The Washington School District supplies resources for the identified students within the jail. When a student with disabilities enters the jail, the teacher notifies the Washington School District of the enrollment. The student is offered the option of either obtaining a (General Education Diploma) GED or completing the graduation requirements for earning a diploma through Washington School District. If the student chooses to earn a diploma, then timelines necessary for a Reevaluation Report (RR)/Individualized Education Program (IEP) are followed and a program is designed to meet the student's needs.

### *Least Restrictive Environment*

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

The Trinity Area School District Adheres to the Basic Education Circular – Least Restrictive Environment (LRE) and Educational Placement for Students with Individualized Education Programs (22 Pa. Code 14.102 (a) (2) (xxiv).

- “To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

In doing so, the district follows the evaluation process as outlined in §14.123 to ensure a student’s multi-disciplinary evaluation is completed and disseminated to a parent/guardian within the 60 calendar day timeline (excluding summer months). The evaluation is also reviewed by qualified professionals to determine if a child is a child with a disability under 34 CRF 300.306 (related to determination of eligibility), which includes a certified school psychologist when evaluating a child for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury.

Student evaluations are disseminated at least 10 school days prior to the meeting of the IEP team, unless this requirement is waived by a parent in writing. An individualized education program (IEP) is then written by the student’s IEP team, if the evaluation findings are such that the student was found to have a disability and demonstrates the need for specially designed instruction. At a minimum, a student’s IEP team is comprised of the following required team members:

- Parent
- Student (if 14 years of age or older or requested by the parent to attend)
- Special Education Teacher
- Regular Education Teacher
- Local Education Agency Representative (Chair)
- Teacher of the Gifted (if the student is dually identified)

In writing a student IEP, ongoing professional development is provided to district staff, to make sure that all student needs identified in an IEP are based upon up to date present educational levels of performance. Those identified needs are then used to develop measurable annual goals and specially designed instruction, in order to best support the student. Student IEP teams also take into consideration additional supplementary aids and services as defined below:

“Supplementary aids and services means aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate in accordance with §300.114 through §300.116.” (34 CFR 300.42).

These supplementary aids and services are developed into a framework through the Pennsylvania

Training and Technical Assistance Network (PaTTAN), which is available to district staff and falls under the following 4 categories.

- Collaborative – Adults working together to support students (i.e. scheduled times for co-planning; scheduled times for professional development, such as 2 hour early release days; scheduled times for team/parent meetings).
- Instructional – Development and delivery of instruction that addresses diverse learning needs (i.e. provide alternative ways for students to demonstrate learning; provide test modifications; provide alternative materials or assistive technology).
- Physical – Adaptations and modifications to the physical environment (i.e. furniture arrangements in environments; specific seating arrangements; adaptive equipment).
- Social/Behavioral – Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior (i.e. social skills instruction; counseling supports; peer supports).

Supports for School Personnel is also addressed in a student's IEP, to ensure that the staff that is responsible for implementing an IEP, has the knowledge and tools to do so successfully. The LRE questions located in each IEP are also discussed and completed by IEP teams.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?
- Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:
- Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:

Lastly, progress monitoring is completed for each student, based on individualized goals and/or short-term objectives that are written for each student. IEP teams are then responsive to student progress while reviewing/revising supports as appropriate, to make sure each student is receiving an appropriate level and type of support in their least restrictive environment.

In order to meet all student needs, the district has developed a spectrum of programming services that can be accessed by students at the elementary, middle school and high school levels. These special education services and supports include the following:

- Learning Support Programming (Elementary; Middle-School; High School)
- Emotional Support Programming (Elementary; Middle-School; High School)
- Life-Skills Support Programming (Elementary; Middle-School; High School)
- Autistic Support Programming (Elementary; Middle-School; High School)

The staff who teaches in the autistic support classrooms at the elementary level, have been provided extensive training using the TEACCH methodology in the classroom through the Watson Institute. They also took part in the Applied Behavior Analysis (ABA) – Verbal Behavior Team Select Program through Intermediate Unit One during the 2019-2020 school year. This involved 5 full-days of training at the Intermediate Unit along with monthly IU consultation within the home school. The district has a partnership with the Watson Institute to provide monthly consultative and support services for the school district, K-12. Services include but are not limited to the following:

- Conduct Student Observations
- Conduct Classroom Consultations
- Attend IEP Team Meetings
- Provide Professional Development for Parents & Staff

The district is implementing a reading program called Language!, K-12 for those students who may require a remedial program. The program is a researched based curriculum, which can be used with elementary and secondary students who struggle with the basic foundations of reading. The district provides annual trainings to staff, who is responsible for the instructional service delivery of the program for students.

Co-Teaching is a service delivery model that is provided to students, K-12. Ongoing trainings have been provided to select special education & regular education staff, regarding the following areas:

- Co-Teaching Research
- District Strengths & Needs Related to Co-Teaching
- Planning Documents (short & long term)
- Essential Components of Co-Teaching (6 main models of co-teaching)

The district completes an Intermediate Unit One Referral when the following services need to be requested for students:

- Speech and Language Services
- Hearing Services
- Vision Services
- Auditory Processing Evaluations

- Social History Evaluations
- Psychiatric Evaluations

Currently, the district contracts with Redstone Rehabilitation for students who require occupational or physical therapies.

All 4 elementary buildings are part of a school wide behavior management system, either through a School-Wide Positive Behavioral Intervention & Supports Program or Teamology. In both cases, CORE teams have been identified/trained along with all district students and staff. There are ongoing monthly meetings, related to both programs, which helps each school stay focused on student progress/needs while making data based programming decisions.

The district contracts 4 social workers through Intermediate Unit One, which helps to provide social work services to students, K-12. Additionally, there is a partnership with private professional licensed counselors that can provide additional counseling services to students who may require such a need. In providing those services, the district has provided guidance to staff about available service delivery options that should be considered by IEP teams, when trying to identify the appropriate type and level of support that is appropriate for students.

When reviewing Section 5 of the Trinity Area School District's 2017-2018 Special Education Data Report, the following was identified:

Students inside the regular education classroom 80% or more:

- District: 71.5%
- State: 62%
- SPP: 64.1%

\*The district is 9.5% higher than the State and 7.4% higher than the SPP target.

Students inside the regular education classroom less than 40%

- District: 7.9%
- State: 9.3%
- SPP: 8.1%

\*The district is 1.4% lower than the State and .2% lower than the SPP target.

Students in Other Settings:

- District: 5.3%
- State: 4.9%
- SPP: 4.6%

\*The district is .4% higher than the State and .7% higher than the SPP target.

In cases where an IEP team has determine that a student may require a more restrictive

environment in order to receive a free and appropriate public education (FAPE), the following process would be followed by IEP teams.

- The IEP team would initially review the current student needs while looking to revise existing supports (i.e. measurable annual goals/short-term objectives, specially designed instruction).
- When necessary and if student behaviors are a concern, a functional behavior assessment (FBA) would be completed through the completion of a student re-evaluation. If warranted, additional testing may also be recommended as part of the student re-evaluation, such as updated achievement testing, cognitive testing, rating scales, etc. .
- Based on the findings of a completed FBA, a positive behavior support plan would be developed and implemented for the student. If other testing had been completed as part of the student re-evaluation, then the team would discuss whether additional IEP revisions were necessary as well.
- The IEP team would also consider whether additional related services may be required, such as social work or counseling services. If those services were already being provided to the student, then the team would consider if the frequency, duration or focus area(s) of those services need adjusted as well.
- If over time the student continues to not make appropriate progress, or if the student's behavioral and/or emotional needs are such that it is significantly impacting the student or others around the student, then another student re-evaluation would be completed. The goal of the student re-evaluation would be to determine if a more restrictive setting is necessary in order to provide the student with FAPE, based on the student needs and progress over time. If the findings of the re-evaluation report indicate that the student does require a higher level of support than the home school can provide and there is IEP team agreement, the district and parent would explore placement options (i.e. APS, private academic programming options). Once a placement has been located and the student has been accepted, a Notice of Recommended Educational Placement would be issued to the parent along with a draft IEP to indicate agreement to the placement change and services provided.
- In all cases, if a student is placed outside of the district, the district's local education agency (LEA) representative would stay in contact with the parent and student placement, to help answer questions, provide input and to stay informed about the student's progress. The IEP team would also take steps to identify in the student IEP, what the student would need to demonstrate in order to return to the home school district.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Trinity Area School District Board of Directors has a Behavior Support Policy in place (Section 100 – Programs; Code 113.2), which is followed by the school district. As stipulated in the behavioral policy, “the Board shall be committed to creating learning environments that prepare students to be successful citizens in the 21st Century. The educational community shall provide a system that supports students’ efforts to manage their own behavior and assure academic achievement. Additionally, “The Board directs that the District’s behavior support program 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 have been implemented. Behavior support programs and plans shall be based on a functional behavior assessment (FBA). The PBSP shall include a variety of research-based techniques to develop and maintain skills that will enhance students’ opportunity for learning and self-fulfillment.”

The policy further highlights that as needed, “a positive behavior support plan (PBSP) will be developed by an IEP team, be based on a functional behavior assessment and become part of the individual student’s IEP. The plan must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

The policy further outlines the definition of positive techniques, seclusion and physical restraints. Additionally, the “Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusion, that will be used to implement positive behavior supports or interventions in accordance with students’ IEP and Board policy. The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such reporting shall be readily available for review during the state’s cyclical compliance monitoring. Procedures shall be established requiring reports be made to the District by entities educating students with disabilities who attend programs or classes outside the District, including private schools, agencies, Intermediate Units, and vocational schools.”

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary. “Subsequent to a referral to law enforcement, an updated functional behavior assessment and behavior support plan shall be required for students with disabilities who have behavior support plans at the time of such a referral.”

The Trinity Area School District has two staff members who remain CPI certified to provide annual Non-Violent Crisis Intervention trainings (initial & recertifications) to select district staff.

Additionally, besides following the district’s Behavior Support Policy, the district also follows the Use of Restraints with Disabilities Basic Educational Circular (22 Pa. Code §14.133;711.46;10.25), which provides guidance regarding the definition and use of restraints in special education regulations, the IEP and reporting requirements related to the use of restraints.

It is important to note and according to the BEC, “restraints are a measure of last resort and may be used only in an educational program after less restrictive measures, including de-escalation techniques, have been used by personnel. The use of physical restraints is limited to controlling acute or episodic aggressive or self-injurious behavior when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be less effective. Restraints are not to be used for punishment or incidents of non-compliance that do not pose a clear and present threat of harm to the student or others. The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student with a disability is held face down on the floor.

If a student restraint does occur, The Director of Special Education or designee shall notify the parent/guardian as soon as possible of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a FBA, re-evaluation (RR) completed, a new or revised PBSP, or a change of placement to address the inappropriate behavior. District staff, including paraprofessionals, special education and regular education teachers have been trained using tier I and tier II positive behavioral intervention and supports. Annual trainings occur through face to face trainings with the Director of Special Education, Master Teacher courses, short – videos clips, articles and group discussions. Training highlights include:

- Choral responding, movement breaks, positive vs. corrective statements, planned ignoring, proximity control, response cards, antiseptic bouncing, behavior contracts, behavior specific praise, response cost, 2 by 10 strategy

All 4 elementary buildings are part of a school wide behavior management system, either through a School-Wide Positive Behavioral Intervention & Supports Program or Teamology. In both cases, CORE teams have been identified/trained along with all district students and staff. There are ongoing monthly meetings, related to both programs, which helps each school stay focused on student progress/needs while making data based programming decisions.

The following agencies provide school-based behavioral health services: Teen Outreach, the Women's Shelter, Try Again Homes, Southwest Training, Office of Vocational Rehabilitation (OVR), Pressley Ridge Counseling, Southwood, Children and Youth Services (CYS), and Juvenile Probation. These agencies help to provide support to students in the following areas: teen pregnancy, domestic violence, abuse, homelessness, temporary shelter, truancy, independent living, transition, job coaching, job training, family-based counseling, neglect, and oversight.

### *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.

The Trinity Area School District, through a student's Individualized Education Program (IEP) team, will work together to provide a free and appropriate public education (FAPE) in each student's least restrictive environment (LRE). In doing so, The Trinity Area School District adheres to the Basic Education Circular – Least Restrictive Environment (LRE) and Educational Placement for Students with Individualized Education Programs (22 Pa. Code 14.102 (a) (2) (xxiv).

- “To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that

education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

In cases where an IEP team cannot locate an appropriate student placement, based on a student’s unique needs, the district will contact Intermediate Unit One’s Interagency Coordinator. An IEP team meeting will then be scheduled, which will include the IU’s interagency coordinator, in order to develop an interagency team plan. The plan will consist of the following types of information:

- Reason for Interagency Request
- Team Participants
- Strategies Discussed
- Review of Student School History
- Description of Information and Concerns
- Immediate Next Steps
- Issues and Timelines for Next Meeting
- Confidentiality Agreement

Once completed, the interagency team plan will be disseminated to the appropriate team members, including the parent. If an appropriate placement still cannot be located, even with the interagency team plan in place, PaTTAN’s Regional Interagency Coordinator will be contacted for further assistance, along with any additional Washington County resources that have been recommended and agreed to by the team.

If it is decided by the interagency team that the district needs to follow the “intensive” interagency coordination process, which goes beyond the local team process, the district will follow the Intensive Interagency Coordination – Basic Education Circular (1412 (a)(12).

- The LEA will identify any student in need of interagency coordination while submitting a report in the Special Education Students @ Home Reporting System.
- The initial report will be filed within 5 days of the initial identification of the student with reports being updated on a monthly basis until an appropriate placement is provided.
- Students identified are those that the LEA has determined that they cannot currently be serviced in the public educational setting; and who have waited more than 30 days for the provision of an appropriate educational placement (or are at risk of waiting more than 30 days for a placement).

This process will continue with the identified team in place, until an appropriate educational placement has been located for the student.

In order to meet all student needs, the district has developed a continuum of programming services

that can be accessed by students at the elementary, middle school and high school levels. These special education services and supports include the following:

- Learning Support Programming (Elementary; Middle-School; High School)
- Emotional Support Programming (Elementary; Middle-School; High School)
- Life-Skills Support Programming (Elementary; Middle-School; High School)
- Autistic Support Programming (Elementary; Middle-School; High School)

The district also employs a full-time special education transition coordinator, whose job it is to help students meet their post – secondary education goals in the areas of post-secondary education/training, employment and independent living. The district's transition coordinator is also a support for IEP teams, when trying to identify appropriate County supports and programs for students, including those with complex educational, physical and cognitive needs. Lastly, in a student's Junior and/or Senior year of high school, information will be provided to students about the Office of Vocational Rehabilitation and the services that they can provide eligible students after graduation.

Lastly, through the utilization of the district's 4 contracted social workers and private professional licensed counselors, the district is able to provide timely recommendations to IEP teams, regarding local and County student and family supports (i.e. supports coordinator, student evaluations, wrap around services, family based services, etc.). When/if additional outside supports are put into place for a student, then the district will encourage any outside staff that works with a student to be a part of the school based IEP team.

Moving forward, the district will continue to expand and develop its current regular education, learning support, life-skill and autistic support programs. There will continue to be a strong emphasis regarding student transition services, including vocational and community based instruction opportunities. The district will strive to embrace outside agency involvement while providing IEP teams with district, family and community supports.

# Assurances

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## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Transformation Learning	Special Education Centers	Emotional Support	10
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	2
Western Pennsylvania School for Blind Children	Approved Private Schools	Blind and Visually Impaired Support	1
The Watson Institute Education Center South	Special Education Centers	Autistic Support Emotional Support	3
Wesley Spectrum Elementary	Approved Private Schools	Emotional Support	1
Pioneer Education Center	Special Education Centers	Multiple Disabilities Support	1
ARC Human Services	Special Education Centers	Transition Services	1
Hope Learning Center	Special Education Centers	Autism Support	1
Intermediate Unit One @ Laboratory	Special Education Centers	Comprehensive Therapeutic Emotional Support	5
Intermediate Unit One @ Laboratory	Special Education Centers	Multidisability Support	2
Washington Park Elementary	Neighboring School Districts	Autism Support through Intermediate Unit One	3
WISCA (Watson Institute South Campus)	Approved Private Schools	Autism	1
Wesley Spectrum High School	Approved Private Schools	Emotional Support	1
IU One Educational Campus @ Waynesburg	Special Education Centers	Life-Skills Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 31, 2020

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	0.5
Locations:				
Trinity North KM	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	25	0.5
Locations:				
Trinity North KM	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Justification: Student receiving speech and language services are served individually or in small group settings at a particular grade level. The age range within any instructional group is never greater than 3 years.				
Locations:				
Trinity North KB	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 31, 2020

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	0.75
Locations:				
Trinity North BZ	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.25
Locations:				
Trinity North BZ	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	12	0.25
Locations:				
Trinity South KK	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	10	0.5
Locations:				
Trinity South KK	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 9	3	0.25
Locations:				
Trinity South KK	An Elementary School Building	A special education Center in which no general education programs are operated		

**Program Position #5 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.25
Locations:				
Trinity South LM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	37	0.75
Locations:				
Trinity South LM	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	15	0.75
Locations:				
Trinity South KW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	12	0.25
Locations:				
Trinity South KW	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #7 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	40	0.8
Locations:				
Trinity South KWic	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	4	0.2
Locations:				
Trinity South KWic	An Elementary School Building	A special education Center in which no general education programs are operated		

#### Program Position #8 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Justification: Student receiving speech and language services are served individually or in small group settings at a particular grade level. The age range within any instructional group is never greater than 3 years.				
Locations:				
Trinity South JS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
Trinity East CM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	25	0.5
Locations:				
Trinity East CM	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	0.5
Justification: Justification: Student receiving life skill support services in this setting are served individually or in small group settings at a particular grade level. Additionally, the life skill teacher will provide support services in the regular education classroom. The age range within any instructional group is never greater than 3 years.				
Locations:				
Trinity East MY	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	10	0.5
Locations:				
Trinity East MY	An Elementary School Building	A special education Center in which no general education programs are operated		

**Program Position #11 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition

Implementation Date: August 31, 2020

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Justification: Student receiving speech and language services are served individually or in small group settings at a particular grade level. The age range within any instructional group is never greater than 3 years.				
Locations:				
Trinity East MS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Trinity East MZ	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.5
Locations:				
Trinity East MZ	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	5	0.8
Locations:				
Trinity West JG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 6	1	0.2
Locations:				

Trinity West JG	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #14 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 4, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	15	1
Locations:				
Trinity West SN	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	50	1
Locations:				
Trinity West AW	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	4	0.6
Locations:				
Trinity West AT	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	2	0.4
Locations:				
Trinity West AT	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	60	1
Justification: Students are grouped according to the goals and/or objectives written into their IEPs. Parental consent is also received if the age range span is more than the allowable age range while being documented in the IEP.				
Locations:				
Trinity West Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	2	0.25
Locations:				
Trinity Middle School LA	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	6	0.75
Locations:				
Trinity Middle School LA	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	10	0.5
Locations:				
Trinity Middle School AB	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	20	0.8
Locations:				
Trinity Middle School MC	A Middle School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Trinity Middle School EK	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	2	0.1
Locations:				
Trinity Middle School SL	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	45	0.9
Locations:				
Trinity Middle School SL	A Middle School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	18	0.9
Locations:				
Trinity Middle School CR	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	5	0.1
Locations:				
Trinity Middle School CR	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	0.5
Locations:				
Trinity Middle School AM	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	25	0.5
Locations:				
Trinity Middle School AM	A Middle School Building	A building in which General Education programs are operated		

**Program Position #25 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	50	1
Locations:				
Trinity Middle School MO	A Middle School Building	A building in which General Education programs are operated		

**Program Position #26 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	50	1
Locations:				
Trinity Middle School BS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #27 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	20	1
Locations:				
Trinity Middle School JR	A Middle School Building	A building in which General Education programs are operated		

**Program Position #28 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	45	0.7
Locations:				
Trinity Middle School JC	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 20	20	0.3
Locations:				
Trinity High School JC	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #30 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Life Skills Support	17 to 21	1	0.1
Locations:				
Trinity High School BB	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	16	0.8
Justification: Justification: Although the age range is exceeds the 4 year age range, students are included in grade level classes based on students' academic, behavioral, social, and transition needs, as indicated in their IEP. Additionally students participate in community based instructional activities. Instruction within the life skill support classroom is provided in small groups. Each group is compliant with the four year age range.				
Locations:				
Trinity High School BB	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	15 to 19	2	0.1
Locations:				
Trinity High School BB	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #31 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	50	1
Locations:				
Trinity High School BD	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #32 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	40	0.8
Locations:				
Trinity High School RG	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2
Locations:				
Trinity High School RG	A Junior High School Building	A special education Center in which no general education programs are operated		

**Program Position #33 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 16	1	0.2
Locations:				
Trinity 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%)	Emotional Support	14 to 18	7	0.7
Locations:				
Trinity High School PM	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 19	2	0.1
Locations:				
Trinity High School PM	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #34 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	6	0.8
Justification: Justification: Although the age range is exceeds the 4 year age range, students are included in grade level classes based on students' academic, behavioral, social, and transition needs, as indicated in their IEP. Additionally students participate in community based instructional activities. Instruction within the life skill support classroom is provided in small groups. Each group is compliant with the four year age range.				
Locations:				
Trinity High School SG	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 20	2	0.2
Locations:				
Trinity High School SG	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #35 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	4	0.5
Locations:				
Trinity Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #36 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	40	0.8
Locations:				
Trinity High School KT	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	15 to 18	4	0.2
Locations:				
Trinity High School KT	A Senior High School Building	A special education Center in which no general education programs are operated		

**Program Position #37 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	40	0.8
Locations:				
Trinity High	A Senior High School	A building in which General Education		

School MM	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.2
Locations:				
Trinity High School MM	A Senior High School Building	A special education Center in which no general education programs are operated		

**Program Position #38 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	40	0.8
Locations:				
Trinity High School TT	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 18	4	0.2
Locations:				
Trinity High School TT	A Senior High School Building	A special education Center in which no general education programs are operated		

**Program Position #39 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	1
Locations:				
Trinity High School RW	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #40 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	4	0.2
Locations:				
Trinity High School JR	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	40	0.8
Locations:				
Trinity High School JR	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #41 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 15, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	7 to 7	1	0.8
Locations:				
Trinity West Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 17	2	0.2
Locations:				
Trinity High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #42 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 15, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 12	6	0.14
Locations:				
Trinity North Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	6	0.12

Locations:				
Trinity South Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 12	6	0.12
Locations:				
Trinity East Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	6	0.12
Locations:				
Trinity West Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	12 to 13	7	0.5
Locations:				
Trinity Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #43 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* July 1, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	25	0.62
Locations:				
Trinity High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.38
Locations:				
Trinity High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #45 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 16, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	8	1
Locations:				
Trinity North BC	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #46 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 4, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	10	0.5
Locations:				
Trinity Area 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%)	Emotional Support	15 to 18	5	0.5
Locations:				
Trinity Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #47 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 3, 2019*Explain any unchecked boxes for facilities questions:* N/A**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 11	8	1
Justification: Student programming is based on student need and IEP team agreement. The age range span will also be addressed in each student's IEP.				
Locations:				
Trinity North Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #48 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 3, 2019*Explain any unchecked boxes for facilities questions:* N/A

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	15	0.5
Locations:				
Trinity 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%)	Emotional Support	11 to 14	5	0.5
Locations:				
Trinity Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #49 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* December 2, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	15	0.5
Justification: Students will be grouped with no more than a 3 year age span difference between students.				
Locations:				
Trinity West 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%)	Emotional Support	6 to 10	5	0.5
Justification: All Student groupings will be no more than a 3 year age span between students.				
Locations:				
Trinity North Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
School Psychologist	Trinity High School, Middle School, 4 Elementary Schools	1
Special Education Director	Trinity High School, Middle School, 4 Elementary Schools	1
Paraprofessionals	Trinity High School, Trinity Middle School, North Elementary School, South Elementary School, East Elementary School, West Elementary School	40
Access Coordinator	Trinity High School	1

Transition Coordinator	Trinity High School and Trinity Middle School	1
Special Education Secretary	Trinity High School	1
Special Education Clerical Aide	Trinity High School	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	5 Days
Watson Institute - Educational Consultant	Outside Contractor	2 Hours
Psychiatric Services	Outside Contractor	1 Hours
Physical Therapy Provider	Outside Contractor	2 Days
Occupational Therapy Provider	Outside Contractor	5 Days
Counseling Services	Outside Contractor	5 Days
School Psychologist	Intermediate Unit	4 Days
Social Work Services	Intermediate Unit	5 Days
Audiologist	Intermediate Unit	30 Minutes
Medical Physician	Outside Contractor	2 Hours
Social Work Services	Intermediate Unit	5 Days
Social Work Services	Intermediate Unit	5 Days
Social Work Services	Intermediate Unit	5 Days
Teacher of the Visually Impaired	Intermediate Unit	3 Days
Hearing Support	Intermediate Unit	3 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<p><b>Description</b></p>	<p>District staff working with students with Autism Spectrum Disorders (ASD) will develop an understanding of how to plan and implement successful programs for students with ASD in a continuum of educational settings (i.e. school, community &amp; work). In doing so, staff will be provided with learning experiences related to the development of effective measurable annual goals/short term objectives, supplementary aids/services, instructional strategies and specially designed instruction.</p> <p><u>2020 - 2021 School Year</u></p> <ul style="list-style-type: none"> <li>- ABA Verbal Behavior Team Select (Year I) for Middle School Autistic Support Staff through Intermediate Unit One.             <ul style="list-style-type: none"> <li>• 5 days training with onsite guided practice and training/consultation.</li> </ul> </li> <li>- ABA Verbal Behavior Team Select (Year II) for Elementary Autistic Support Staff through Intermediate Unit One.             <ul style="list-style-type: none"> <li>• 3 days of training with onsite guided practice and training/consultation.</li> </ul> </li> <li>- Training for selected staff related to students who are twice exceptional (autism &amp; secondary disability) through the district's educational consultant through the Watson Institute.</li> <li>- Training for elementary staff, to help support students with ASD in the regular education classroom environment through the district's educational consultant through the Watson Institute.</li> </ul> <p><u>2021 - 2022 School Year</u></p> <ul style="list-style-type: none"> <li>- ABA Verbal Behavior Team Select (Year II) for Middle School Autistic Support Staff through Intermediate Unit One.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 3 days of training with onsite guided practice and training/consultation.</li> </ul> <p>- ABA Verbal Behavior Team Select (Year III) for Elementary Autistic Support Staff through Intermediate Unit One.</p> <ul style="list-style-type: none"> <li>• 2 days of training with onsite guided practice and training/consultation.</li> </ul> <p>- Training for selected staff related to students who are twice exceptional (autism &amp; another secondary disability) through the district's educational consultant through the Watson Institute.</p> <p>-Training for middle school staff, to help support students with ASD in the regular education classroom environment through the district's educational consultant through the Watson Institute.</p> <p><u>2022 - 2023 school Year</u></p> <p>- ABA Verbal Behavior Team Select (Year III) for Middle School Autistic Support Staff through Intermediate Unit One.</p> <ul style="list-style-type: none"> <li>• 2 days of training with onsite guided practice and training/consultation.</li> </ul> <p>-Training for selected staff related to students who are twice exceptional (autism &amp; secondary disability) through the district's educational consultant through the Watson Institute.</p> <p>- Training for high school staff, to help support students with ASD in the regular education classroom environment through the district's educational consultant through the Watson Institute.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2020
<b>End Date</b>	7/1/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	21
<b># of Participants Per</b>	25

<b>Session</b>	
<b>Provider</b>	Director of Special Education, Intermediate Unit One, PaTTAN and the Watson Institute
<b>Provider Type</b>	Director of Special Education, Intermediate Unit One, PaTTAN and the Watson Institute
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	District staff working with students with Autism Spectrum Disorders (ASD) will develop an understanding of how to plan and implement successful programs for students with ASD in a continuum of educational settings. In doing so, staff will be provided with learning experiences related to the development of effective measurable annual goals/short term objectives, supplementary aids/services, instructional strategies and specially designed instruction. The knowledge gained will enable the participants to provide students with a free and appropriate public education through well developed and implemented IEPs in each student's least restrictive environment.
<b>Research &amp; Best Practices Base</b>	All professional development provided through Intermediate Unit One (VB-ABA Training) and the Watson Institute (supports for district staff) will be researched based and modeled off of best practices.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>

	Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Student progress through student progress monitoring.

## Behavior Support

<b>Description</b>	<p>The Trinity Area School District's (TASD) Behavior Support policy will continue to be enforced with all students, K-12th grade. Administrators, teachers and support staff will receive ongoing professional development related to positive behavior intervention and supports. This will be completed through the planning and implementation of school-wide positive behavior support programs, learning verbal de-escalation strategies and proactively applying tier I, II and III positive behavioral supports within the school environment.</p> <p><u>2020 - 2021 School Year</u></p>
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- Nonviolent Crisis Intervention Training for select teachers and paraprofessionals through the TASD's two certified CPI instructors.
- School - Wide Positive Behavior Support - CORE team trainings for one or more of the district's elementary schools through Intermediate Unit One.
- Training and implementation of a School-Wide Behavior Management Program (Teamology) in the Trinity South Elementary School.
- Professional Development related to conducting Functional Behavior Assessments and writing/implementing Positive Behavior Support Plans.
  - Special education teachers will be trained on the process to conduct a functional behavior assessment and the development of a positive behavior support plan.
  - Tier I and II PBIS strategies will be reviewed and shared to implement within the school environment.

#### 2021-2022 School Year

- Nonviolent Crisis Intervention Training for select teachers and paraprofessionals through the TASD's two certified CPI instructors.
- School - Wide Positive Behavior Support program implementation for one or more of the district's elementary schools through Intermediate Unit One.
- Professional Development related to conducting Functional Behavior Assessment and writing/implementing Positive Behavior Support Plans.
  - Review of FBA/PBIS Process
  - Peer sharing and collaboration (i.e. Data collection tools, writing PBSPs, preventative student strategies, replacement behaviors and positive and negative consequences).

#### 2022-2023 School Year

- Nonviolent Crisis Intervention Training for select teachers and

	<p>paraprofessionals through the TASD's two certified CPI instructors.</p> <p>- Progress monitoring - Special education staff will be trained on how to effectively monitor student progress regarding PBIS plans, including graphing/charting student progress</p>
<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	25
<b>Provider</b>	Special Education Director, District CPI Instructors, Intermediate Unit One, PaTTAN, Outside Service Providers
<b>Provider Type</b>	Special Education Director, District CPI Instructors, Intermediate Unit One, PaTTAN, Outside Service Providers
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Administrators, teachers and support staff will receive ongoing professional development related to positive behavioral interventions and supports. This will be completed through the planning and implementation of school-wide positive behavior support programs, learning verbal de-escalation strategies and proactively applying tier I, II and III behavior supports within the school environment. This training will allow teachers to learn preventative, solution oriented strategies that has a primary focus on rewarding students for wanted student behaviors.
<b>Research &amp; Best Practices Base</b>	All staff trainings provided through the district, Intermediate Unit One, PaTTAN and outside providers will focus on research based resources and best practices. Additionally, the district will strive to provide student supports with fidelity to help ensure appropriate student progress, based on individual needs.
<b>For classroom teachers,</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<b>school counselors and education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists Related Service Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer planning and collaboration</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom</p>

	<p>environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p> <p>PBSP Goal Progress, Student Disciplinary Data</p>
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## Paraprofessional

<p><b>Description</b></p>	<p>The District ensures that all paraprofessionals are highly qualified according to §14.105 Personnel.</p> <ul style="list-style-type: none"> <li>• Have completed at least 2 years of postsecondary study.</li> <li>• Possess an associates degree or higher</li> <li>• Meet a rigorous standard of quality as demonstrated through a State or local assessment (i.e. Credentials of Competency)</li> </ul> <p>Additionally, all paraprofessionals are required to complete a minimum of 20 hours of professional development each school year, which is planned and tracked through the Special Education Department. First Aid and CPR training is also offered to all new staff annually, as well as recertification trainings held every two years.</p> <p>The District will use District personnel, Intermediate Unit One - Training &amp; Consultative Staff, and outside agencies to provide on-site professional development. In addition, the special service aides will complete online Master Teacher courses assigned by the Director of Special Education, which can be accessed wherever internet access is available. Participation in online courses is documented with a certificate of completion, which is earned by taking an assessment at the conclusion of each course.</p> <p><u>2020-2021 School Year</u></p> <ul style="list-style-type: none"> <li>- CPR/First Aid training for newly hired paraprofessionals. All other district paraprofessionals will receive First Aid/CPR training every two years.</li> <li>- Non Violent Crisis Intervention Training, which will include verbal de-escalation and physical restraint techniques.</li> <li>- School Based Access Program training for all newly hired and current</li> </ul>
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paraprofessionals.

- School Wide Positive Behavioral Intervention & Supports Training (i.e. SWPBIS or Teamology).

- How to collect student behavioral data along with available data collection tools.

- Understanding student disability categories as defined in IDEA.

- Positive Behavioral Intervention and Supports.

- Understanding strategies to support students within the classroom environment

#### 2021-2022 School Year

- CPR/First Aid training for newly hired paraprofessionals. All other district paraprofessionals will receive First Aid/CPR training every two years.

- Non Violent Crisis Intervention Training, which will include verbal de-escalation and physical restraint techniques.

- School Based Access Program training for all newly hired and current paraprofessionals.

- School Wide Positive Behavioral Intervention & Supports Training (i.e. SWPBIS or Teamology).

- Positive Behavioral Intervention and supports.

- Understanding strategies to support students within the classroom environment.

#### 2022-2023 School Year

- CPR/First Aid training for newly hired paraprofessionals. All other district paraprofessionals will receive First Aid/CPR training every two years.

	<ul style="list-style-type: none"> <li>- Non Violent Crisis Intervention Training, which will include verbal de-escalation and physical restraint techniques.</li> <li>- School Based Access Program training for all newly hired and current paraprofessionals.</li> <li>- School Wide Positive Behavioral Intervention &amp; Supports Training (i.e. SWPBIS or Teamology).</li> <li>- Positive Behavioral Intervention and Supports.</li> <li>- Understanding strategies to support students within the classroom environment.</li> </ul>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	40
<b>Provider</b>	School District, PaTTAN, IU1, Outside Agencies
<b>Provider Type</b>	School District, PaTTAN, IU1, Outside Agencies
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	District paraprofessionals will gain a strong foundation regarding student disabilities and how to appropriately support a given student in the school environment. Additionally, paraprofessionals will learn how to track student progress while working as part of a student's school based IEP team. There will be a strong focus on learning positive behavioral intervention & support strategies, which will highlight a student's strengths while positively rewarding wanted behaviors.
<b>Research &amp; Best Practices</b>	All staff trainings provided through the district, Intermediate Unit One,

<b>Base</b>	PaTTAN and outside providers will focus on research based resources and best practices. Additionally, the district will strive to provide student supports with fidelity to help ensure appropriate student progress, based on individual needs.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making.
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Journaling and reflecting</p> <p>Sharing and collaboration with peers.</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>Group Discussion/Reflection</p>

## Reading

<p><b>Description</b></p>	<p>The Trinity Area School District (TASD) continues its commitment to the use of research-based interventions and instruction in the general education classroom. Supplemental aids and services, remedial instruction and technology-based applications are implemented in the classroom depending on student need. The District aspires to decrease the percentage of students scoring within the Below Basic and Basic ranges through standardized assessments, while increasing the percentage of students who are proficient or advanced in the area of reading. The focus will continue to be on the concepts of universal design for learning, continued expansion of co-teaching partnerships in the regular education classroom and effective implementation of remedial reading programs.</p> <p><u>2020 - 2021 School Year</u></p> <ul style="list-style-type: none"> <li>- Training for district staff who teach a reading remedial program using the Language! program.</li> <li>- Select district staff to learn about strategies in supporting struggling readers in the general education setting.</li> <li>- Professional Development related to learning about different types of reading remediation programs, to help address student needs within the district.</li> <li>- Reading Progress Monitoring - Elementary, middle, and secondary special education teachers will be trained on how to establish baselines and conduct continuous progress monitoring to show student progress.</li> </ul> <p><u>2021-2022 School Year</u></p> <ul style="list-style-type: none"> <li>- Training for district staff who teach a reading remedial program using the Language! program.</li> <li>- Select district staff to learn about strategies in supporting struggling readers in the general education setting.</li> <li>- Professional development related to technology options within the school environment to help support struggling readers.</li> </ul> <p><u>2022-2023 School Year</u></p>
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	<p>- Training for district staff who teach a reading remedial program using the Language! program.</p> <p>-Select district staff to learn about strategies in supporting struggling readers in the general education setting.</p> <p>- Professional development related to student progress monitoring in the areas of reading (i.e. comprehension, fluency, vocabulary development).</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	25
<b>Provider</b>	Director of Special Education, Intermediate Unit One, PaTTAN and the Watson Institute
<b>Provider Type</b>	Director of Special Education, Intermediate Unit One, PaTTAN and the Watson Institute
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will gain an understanding of how to teach and implement current reading remedial programs within the district while exploring other student service delivery options. Staff will also learn effective classroom accommodations and technology tools to help support struggling readers within the school environment. A focus on timely progress monitoring on IEP goals and/or objectives will help IEP teams make data driven decisions related to student needs.
<b>Research &amp; Best Practices Base</b>	All staff trainings provided through the district, Intermediate Unit One & PaTTAN will focus on research based interventions and best practices. Additionally, the district will strive to provide student supports with fidelity to help ensure appropriate student progress, based on individual needs.

<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

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

## Transition

<b>Description</b>	<p>Under the supervision of the Director of Special Education, the district is responsible for the coordination of transition services within a team comprised of the student, parent/guardian, educators and outside service providers for each eligible student who is 14 years of age or older. Through the IEP team process, services are outlined in the areas of post secondary education/training, employment and independent living through coordinated and agreed upon services and activities outlined in a student's transition grid of their IEP. All students who are identified are also connected with the Office of Vocational Rehabilitation, during their junior or senior year of school, which can continue to help support students post high school.</p> <p><u>2020 - 2021 School Year</u></p> <p>- IEP development related to transition services.</p> <ul style="list-style-type: none"> <li>• Present Education Levels (including student and parent transition surveys)</li> <li>• Transition Grid (including student services &amp; activities)</li> </ul> <p>- Review of the Office of Vocational Evaluation Services, as long as they continue to be available student resources.</p> <ul style="list-style-type: none"> <li>• Job Shadowing</li> </ul>
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- Paid Work Experiences
- On the Job Training
- Supported Employment: CBA/Job Coaching/Job Mentoring
- Job Mentoring
- Discovery and Customized Employment
- Job Placement

- Selected staff training related to the district's Practical Assessment Exploration System (PAES) Lab.

- Selected staff training regarding the completion of the PaPOS Post Graduation Surveys for Phase II school districts.

- The process a parent should follow in order to apply to receive waiver funding for a child with autism or an intellectual disability.

- Resources that are available in Washington County for individuals and their families.

- Participate in Special Olympics, Pa - Unified Sports programming

#### 2021 - 2022 School Year

- Review of the Western Area Career and Technology programs.

- Review of student transition online resources.

- Review of post secondary adult programming options, located in Washington, Pa and within the surrounding area.

- Strategies to help develop self-advocacy skills in students.

- Participate in Special Olympics, Pa - Unified Sports programming

#### 2022 - 2023 School Year

- Training for staff regarding public transportation options for students in Washington, Pa (i.e. Washington Rides, Freedom Transit)

	<ul style="list-style-type: none"> <li>- Overview of the Me Too Sexuality program designed by Mary Jo Podgarski.</li> <li>- Information to staff regarding the Achieva Family Trust, which can then be shared with families.</li> <li>- Participate in Special Olympics, Pa - Unified Sports programming</li> </ul>
<b>Person Responsible</b>	Special Education Director and Transition Coordinator
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	25
<b>Provider</b>	Director of Special Education, Transition Coordinator, Intermediate Unit One, PaTTAN, Outside Agencies
<b>Provider Type</b>	Director of Special Education, Transition Coordinator, Intermediate Unit One, PaTTAN, Outside Agencies
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	District staff will gain knowledge in the areas of student assessment data and IEP development. Additionally, staff will become more aware of student community resources located in Washington, Pa and within the surrounding areas. This is important so the district can make timely recommendations to each student's IEP team, including the parent, to ensure that all students are well prepared for life after high school.
<b>Research &amp; Best Practices Base</b>	All staff trainings provided through the district, Intermediate Unit One, PaTTAN and outside agencies will focus on research based resources and best practices. Additionally, the district will strive to provide student supports with fidelity to help ensure appropriate student progress, based on individual needs.

<p><b>For classroom teachers, school counselors and education specialists</b></p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>Series of Workshops          Department Focused Presentation          Professional Learning Communities</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers          Principals / Asst. Principals          School counselors          Paraprofessional          New Staff          Parents</p>
<p><b>Grade Levels</b></p>	<p>Middle (grades 6-8)          High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Staff planning and collaboration</p>
<p><b>Evaluation Methods</b></p>	<p>Participant survey          Fidelity review of student IEPs.</p>

# Special Education Affirmations

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

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

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

**Affirmed by Jennifer Morgan on 4/24/2020**

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*Board President*

**Affirmed by Michael Lucas on 4/29/2020**

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*Superintendent/Chief Executive Officer*