Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 138
School District Total Student Enrollment 889
Percent of Students Receiving Special Education   15.5

Steering Committee

Name	Position/Role	Building	Email
Teresa Young	Superintendent	Keystone SD	tyoung@keyknox.com
Kaylan Blair	Director of Special Education	Keystone SD	kblair@keyknox.com
Nicole Crissman	General Education Teacher	Keystone El Sch	ncrissman@keyknox.com
Jennifer Slaugenhaupt	Special Education Teacher	Keystone JSHS	jslaugenhaupt@keyknox.com
Sarah Say	Parent	Keystone El Sch	ssay@keyknox.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Improvement and Planning Activity
LEA will implement mandatory meetings to identify and review students at risk for dropout and will closely monitor progress through meetings and review of data.
LEA will develop a graduation plan for students identified to be at-risk.
LEA will meet quarterly with student, parent, and case manager to review and modify graduation plan.
LEA will create a checklist to identify what supports are available, what supports are needed, and what supports have been attempted for each identified at-risk student.
LEA will partner with outside agencies to identify services that would be of benefit for student success and graduation. (i.e. mental health, case management, independent living, etc.)
LEA will research and identify in-school credit recovery options and digital coursework.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
LEA will conduct a review of the district identification policies and school identification procedures.
LEA will identify and provide school psychologist with additional training regarding identification of disability categories and criteria for placement.
At annual IEP meetings, LEA will consider additional supports and services to provide added opportunities for students with disabilities to be educated in the general education classroom.
LEA will provide grade level trainings, as well as department trainings to general education teachers regarding the specific disabilities of students within their classroom.
LEA will develop a team to review longitudinal data from the previous 5 years regarding identification of disability category. Team will analyze data, identify patterns, and determine risk ratios for identification of disability categories.
Data team will research student achievement and determine if the achievement levels vary based on the placement of the student.
Data team will create a plan to prevent over identification and placement of particular disability categories.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

   No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
   Currently, Keystone School District does not host any 1306 facilities within its borders; however if such a facility were to open within the Keystone School District, Section 1306 of the Public School Code would be followed. Under Section 1306 of the School Code, the Keystone School District would be required to allow nonresident student students in children's institutions including detention homes, drug and alcohol treatment centers and others located in its borders to attend the public school of the Keystone School District until the student receives a diploma or completes the school term in which they turn 21 years of age. As a host district, Keystone would be responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with an Individualized Education Plan in accordance with the Individuals with Disabilities Education Act and for "qualified handicapped students" with Service Agreements in accordance with 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. Host districts cannot refuse to educate students in regular or special education programs unless: 1. a court requires that the child be educated at a residential facility; 2. a current IEP and NOREP, or service agreement under 22 PA Code Chapter 15 requires a different placement; 3. the student is currently expelled from his or her last educational placement due to a weapons offense; or 4. the student is in an "interim alternative educational setting" and placed in accordance with IDEA. Students may not be presumptively assigned to alternative education programs for disruptive youths; such placements must be made in accordance with federal and state disciplinary protections. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider educational placement options to educate the student in the host districts' public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative education setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education and any needed special education or services consistent with 22 PA Code Chapter 14, IDEA or with 22 PA Code Chapter 15, and the 504 Rehabilitation Act. For students eligible for services under Chapter 14, this means that the host school district is responsible for decisions regarding goals, specially designed instruction, and educational placement for each student through the IEP process. Conferring or meeting with the family and developing a Service Agreement for a "qualified handicapped student" is required for students eligible under Chapter 15. In addition to ensuring that an appropriate educational program is provided, the host district has Child Find responsibilities for children "thought to be" eligible for special education services and/or accommodations within the host district's jurisdiction. This responsibility includes locating, identifying and evaluating all 1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility but must make independent efforts to determine whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of a parent in IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is "handicapped" under Section 504 or is identified by a school district as thought to be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host

school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought to be eligible may include a determination by the host district, parent or professional that the child's educational needs cannot be met in a regular school setting. For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and for seeking advice as to the needs of the student.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   Keystone School District meets its obligations under Section 1306 of the Public School Code without experiencing problems or barriers. Each eligible school age student who registers at Keystone and qualifies under the definition as a 1306 student is provided a Free Appropriate Public Education by being provided with the opportunity of accessing the appropriate program available to meet the student's specific needs. Contact through phone calls, email and through mail is initiated and continued with the school district of residence (home district) of the student in order to keep them informed of the plans for educating the student and for accessing input with respect to the student's needs. The home district is invited and encouraged to be part of meetings involving their student. Appropriate programming based on the current IEP or Service Agreement, including review of all locally available programs, is determined by a team of individuals knowledgeable about the needs of the new student. This meeting is scheduled immediately upon registration and is held at Keystone Jr. Sr. High School or the Keystone Elementary School.

Incarcerated Students Oversight

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

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
   Although not a host district, Keystone School District would implement procedures and guidelines in order to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and if deemed eligible, offered a free appropriate public education. Full compliance 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 would include the following: comply with child find obligations of IDEA; utilize appropriate evaluation procedures and diagnostic screening instruments to determine eligibility and educational needs of inmates; implement timely review and/or develop Individualized Education Programs for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP. (BEC: 24 P.S. Section 13 - 1306.2) When Keystone School District is notified that a resident student has been incarcerated, contact is made and sustained with the host district to assure that appropriate programming is planned and implemented. Quarterly contact is made to maintain communication and to be assured that progress has been reported and shared with the student's family.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
   Based on the Special Education Data Report from the 2019-2020 school year, Keystone School District has numbers that are below the state baseline in SE in Other Setting and SE inside the regular education classroom 80% or more. Based on the 2019-2020 Special Education Data Report, Keystone School District did not meet the SPP target in Indicator 5 Section- Educational environments of special education students educated inside the regular education classroom less than 40%. The population of the Keystone School District is decreasing in the area of general education. Keystone is committed to educating students with disabilities in the least restrictive environment with students being educated in their home district and within the general education program to the maximum extent possible based on demonstrated needs for supports and services. These needs are determined when developing an appropriate education program with the IEP team through multiple methods. Prior to considering other educational level or placements, many options are attempted and considered by the team. IEP meetings are held with parents, guidance counselors, teachers, outside agencies, LEA representatives and the student (when applicable). A variety of considerations are discussed which may include: schedule changes, changes of level of supports, increase or change of adaptations or modification, supplementary aides and services, blended schedules, additional referrals such as school based mental health counseling and others. Throughout the school year, the IEP team will evaluate the level of need the student is exhibiting. When a placement level or placement change is needed for an individual student, it is done only after an IEP team had determined the need for such a change in order for students to continue in the least restrictive environment.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
   A comprehensive range of programs and services is available within the Keystone School District. Pre-referral activities such as the Student Assistance Program and the Student Support Services team, assure that students are identified and provided with consistent, appropriate supports within the general education environment and classroom prior to being referred for a special education evaluation. Each team meets regularly to review new student referrals, progress made on previous referrals and ongoing need for academic and emotional supports. These teams are comprised of education specialists, administration and local agency support personnel such as mental health care providers. Tiered instruction, co-teaching, paraprofessional inclusive support and intervention classes are maintained through scheduling and provide instructional differentiation to meet small group and individual student need. Consultations and technical supports are accessed regularly with behavior support personnel, local public agencies, the intermediate unit, and regional hospital programs to provide additional assistance in more difficult cases. Site based training occurs each school year to address behavioral and academic supports that sustain student need.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
   Students with disabilities are educated within the general education classroom to the maximum extent appropriate and removal from the general education environment only occurs when education in that setting cannot be achieved satisfactorily even with supplementary aides and services. Examples of supplementary aides and services include the use of co-teaching opportunities, assigned paraprofessionals within the general education classroom to provide needed supports to specific students, program modifications as outlined in individual student IEPs (alternative grading scale, reduced number of assignments), and program accommodations as outlined in individual student IEPs (audio textbooks, enlarged materials, chunking of assignments, project planning, assessments in small group, assessments read to student). Keystone School District has developed and maintained an Autism Support Team at the high school level. Training occurs yearly with multiple consultations from the Intermediate Unit Autism specialist. The high school team meets monthly

and is comprised of educators from all specialties, including learning support, guidance and speech and language. Each identified high school student is assigned to a team member. The team member meets monthly with each of the student's teachers and provides problem solving strategies and reviews successful implementation of specific approaches. The consultations and supports from the Autism Support team have sustained students with significant needs in the general education environment. Keystone maintains a Brain Steps team to address individual needs within the school district. Training with regular consultation has enhanced the success of this team. This team is comprised of educators, guidance counselors, nurses, related service providers, administration and the Intermediate Unit Brain Steps leader. The team meets to discuss progress, on-going needs and conducts strategy sessions to help support classroom requirements for individual students with TBI or concussions. Keystone is committed to increasing the capacity of our schools to provide all students, including those with complex instructional needs, with maximum access to the general education curriculum and PA Academic Standards. Keystone was one of the first school districts to participate in Project MAX during the year of its inception. Keystone has made a concerted effort through our participation in this program to provide students with complex instructional needs regardless of setting and program to be engaged in a school schedule and program similar to peers. We expect our students to learn challenging academic content. We expect our students to have an IEP that includes both academic and individualized goals with a clear description of access to general education curriculum and to have access to instructional materials, communication methods and Assistive Technology that promote active and meaningful engagement in the least restrictive environment.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
Supplementary aids and services would be provided in order for students to participate in extracurricular activities. Advisors and coaches have coordinated efforts with families and case managers for such supports, which include closer supervision and skill development, implementation of skills in order to address student behavioral needs, and peer supports provided to students who need a role model.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
A comprehensive range of programs and services is available within the Keystone School District. Pre-referral activities, including the Student Assistance Program and the Student Support Services team, assure that students are identified and provided with consistent, appropriate supports within the general education environment and classroom prior to be referred for a special education evaluation. Each team meets regularly to review new student referrals, progress made of previous referrals and ongoing need for academic and emotional supports. These teams are comprised of education specialists, administration and local agency support personnel such as mental health care providers. Tiered instruction, co-teaching, paraprofessional inclusive support and intervention classes are maintained through scheduling and provide instructional differentiation to meet small group and individual student need. Consultations and technical supports are accessed regularly with behavior support personnel, local public agencies, the intermediate unit, and regional hospital programs to provide additional assistance in more difficult cases. Site based training occurs each school year to address behavioral and academic supports that sustain student need. Students identified for special education and related services are educated with non-disabled peers to the maximum extent appropriate. The student's IEP team determines placement only after the goals, objectives and specially designed instruction have been considered. A comprehensive range of special education programs and services are available with the Keystone School District, with neighboring districts or within multiple district programs operated by the Riverview Intermediate Unit 6. These programs are available to students in private institutions. All decisions concerning appropriate special education services and programs for students, including consideration of services and programs in the home schools will be based upon that following practices: ? The school district will assure that the placement decision is made at the end of Individualized Education Planning meeting ? The student's full range of needs will be examined including socialization needs ? A full range of placement options will be available and considered including access to supplemental aids and services ? Before a student is removed from the regular education environment, there will be a

demonstration that education in that environment is not satisfactory even with supplemental aids and services ? The district has implemented the use of the Supplemental Aids and Services Consideration Toolkit for each identified student (developed by PaTTAN/ BSE/ PDE in collaboration with Dr. Gail McGregor) ? The justifications given for any restrictions that might be placed upon the student will be educational justifications and not for administrative or scheduling convenience ? If a restricted program is proposed as preferable for a student, the question will be asked concerning the features that make if preferable - "could that program be offered in the home school, and if so, why then is the approach not from that direction?" ? When there is justifiable restriction for one part of the program, the IEP team will consider other elements of the curriculum and extra-curricular opportunities for integrated activities.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

    Currently, Keystone School District is working to expand their life skills programming in order to meet the diverse needs of students who have adaptive and life skills deficits. In the upcoming school year, Keystone Elementary school will host a life skills classroom through the intermediate unit in order to keep students within their home district while still receiving the appropriate type and level of support. Additionally, Keystone School District will be operating an in house Life Skills program at the high school next school year.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Clarion Area Elementary School	Other	Neighboring School District	Intermediate Unit #6	Emotional Support	2
Clarion Area High School	Other	Neighboring School District	Clarion School District	Life Skills Support	2
AC Valley Elementary	Other	Neighboring School District	Intermediate Unit #6	Autistic Support	1
West Forrest Elementary School	Other	Neighboring School District	Intermediate Unit #6	Emotional Support	3
North Clarion Co JSHS	Other	Neighboring School District	Intermediate Unit #6	Autistic Support	1
New Story	Licensed Private Academic		New Story Schools	Emotional Support	1

Positive Behavior Support

Date of Approval
2013-07-15

Uploaded Files
Policy113.2.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   Policy No. 113.2 Behavior Support outlines how students with disabilities shall be educated in the least restrictive environment including that the district's behavior support programs shall be based on positive rather than negative behavior techniques and that the programs shall be developed based on functional assessment of behaviors and include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.; Policy No. 113.3 Screenings and Evaluations for Students with Disabilities outlines early intervening services that provide support to staff to improve working effectively with students in the general education curriculum in order to address academic concerns or behaviors that maybe impeding success but which can be resolved through research-based intervention programs in the regular education setting. In addition, this policy outlines the use of functional behavior assessments, evaluations, reevaluations and independent educational evaluations.

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.
   Each school year, a core team of teachers, paraprofessionals and administrators in each school building are trained and recertified in the Crisis Prevention Intervention technique. This training includes the use of de-escalation techniques. The Keystone School District maintains a Student Assistance Program (Child Study Team) in both buildings. The Student Assistance Program is a network of school personnel, mental health agencies and programs designed to offer help to students at-risk of failing academically, socially and in their personal interactions. An in-school counseling component has been implemented in each building. Counselors meet in a one-on-one setting to address counseling needs. The program has grown to address the needs of the students including adding additional full days of sessions. The Student Study Team meets weekly to discuss the needs of individual students and seek solutions through school based mental health referrals and supports. At the beginning of each school year, each student with a Positive Behavior Support Plan is staffed on by the academic team in which supports and additional training are offered on implementation of the plan and as needed a review of de-escalation techniques.

3. Describe the district positive school wide support programs.
   The Olweus Bullying Prevention program is the school-wide behavior initiative Keystone has supported for the last eleven years. During the 2018-2019 school year, two guidance counselors received national training to update our programming. During the summer of 2019 a new team of educators will be trained as a core team to implement new strategies beginning in the 2019-2020 school year. Several key components are implemented throughout the Keystone School District including: Anti-Bully School Rules, an Anti-Bullying Pledge, Firm Limits for Unacceptable Behavior, Consistent Use of Nonphysical Negative Consequences When Rules are Broken, Weekly classroom meetings, A Core Team of School Personnel responsible for implementing the program, and Parent and Community involvement. Keystone Elementary School has implemented the Olweus Bullying Prevention Program to help stop bullying in our school. The goals of Olweus include reducing bullying problems among students, preventing the development of new bullying problems, and achieving

better peer relations at school. There are 4 school-wide bullying rules that we say every Monday morning during the announcements: 1. I pledge not to bully others. 2. I will help others, who are being bullied, if I can. 3. I will make an extra effort to include others in all school and recess activities. 4. I will tell an adult when I see someone bullying. Each classroom holds classroom meetings at least 2 times per month. The purpose of the classroom meetings is: 1. To teach students what bullying is, the 4 anti-bullying rules, and different ways of reacting when bullying occurs 2. To help students learn more about themselves, their feelings, and reactions and to provide them with opportunities to express their personal opinions in a safe and supportive environment. 3. To build a sense of community and belonging During the 2018-2019 school year the Keystone Elementary School updated the SWPBS program to include Panther PRIDE recognition. Students are able to earn tickets from their classroom teachers, the special area teacher, the school counselors, paraprofessionals, cafeteria monitors, bus drivers, administrators and all other staff members for following the PRIDE rules and expectations. Students who demonstrate these skills will earn tickets to "purchase items from their grade level store. Each grade level will have a list of specific items that students can use their tickets to purchase. Sample items include: lunch with the principal, use of the teacher's chair for a day, extra recess, teacher's assistant for the day etc. Each nine weeks, grade level lists of items that the students can earn will change. Students will be expected to follow Keystone Elementary School's Pride behavior rules and expectations. Pride is an acronym for: P = Polite Words (use polite words and good manners) R = Respect School Community (show respect to others and school belongings) I = In Control (body is in control and ready to learn) D = Directions Followed (follow adult directions) E = Encourage Others (encourage other students to do their best) Each Thursday during morning announcements, students will recite the Pride expectations. Posters are displayed throughout the school and reviewed with each class at the beginning of the school year, at each assembly and as needed to encourage students to do their very best at school. School counselors continue to meet with students during lunch periods through the Lunch Bunch program. Sometimes counselors will choose specific students, and students may be permitted to ask a friend to join them for lunch. Lunch Bunch is a great way for counselors and students to get to know each other in a fun and relaxing setting, while working on important concepts (being a good friend, showing respect, taking turns, personal space, etc.) Typical lunch activities include group discussions, reading books, playing games, and role-playing scenarios that students may experience in and out of school. These are wonderful learning opportunities for our students. In addition to Lunch Bunch, "Mix It Up at Lunch Day" is implemented at the elementary school. This is a nationwide campaign that helps students appreciate and respect diversity. The national "Mix It Up at Lunch Day" is held annually for students in Grades 2 through 6. Last year, an estimated 4 million students participated in this event. At Keystone Elementary School, four times each school year (one time per grading period), we will encourage our students to take a new seat in the cafeteria. By taking a new seat in the cafeteria and meeting new people, we can teach children that no matter what our differences are, we can all be friends! It is critical to teach students about diversity at a young age. Research shows: *Prejudice begins to take place in children as young as age three. *In elementary school, children begin to realize that, by forming groups of friends, they can exert influence over others. *By 2nd or 3rd Grade, students know what it means to be popular or unpopular.

4. Describe the district school-based behavior health services.
   Keystone School District maintains two SAP teams one at the high school and one at the elementary school. SAP stands for Student Assistance Program and is designed to help schools identify barriers to students' learning and success in school. These barriers may include alcohol, drugs, or mental health issues. SAP uses a systematic process, along with specially trained school personnel, to intervene and refer these students to appropriate in-school and/or community services. Parent involvement is an important part of the process. The program includes a team trained according to state guidelines. Members of teams include teachers, principals, counselors, school nurses, and representatives from local human services agencies. Students may be referred to SAP for many reasons including violating the district's drug and alcohol policy, exhibiting signs of mental health problems (including the risk of suicide), behavioral concerns, or a change in school performance. Students may be referred to SAP by school personnel, parents, friends, or themselves. The SAP

Team reviews all referrals, and an information gathering process begins. Information about the student's academic performance, attendance, behavior, and other concerns is requested from school staff. If this information indicates a concern, parents may be notified and can provide information that may be helpful to the team. The SAP Team does not diagnose or provide treatment. The family and the SAP Team work together to develop a plan based upon the student's needs. This plan may include an assessment by a drug/alcohol or mental health professional, academic support, or other services. All information regarding a student's involvement in the program is confidential. In addition to the SAP team supports, school-based behavioral health services are provided on campus through a local agency - Family Psychological. Students may be referred for the in-school counselor as a result of a SAP referral. Students also receive services through the in-school counselor as part of their ongoing services as a client through Family Psychological. In both the elementary and the high school, a room is provided for these individual sessions to occur. Currently there is 1 counselor who comes into both buildings to provide these supports two days a week.

5. Describe the district restraint procedure.

Guidelines for restraint as outlined in Policy 113.2 Development of a separate Positive Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.[1][5] When an intervention is necessary to address problem behavior, the positive techniques and types of intervention chosen for a student shall be the least intrusive necessary. Physical Restraints Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[1] The Director of Special Education or designee shall notify the parent/guardian as soon as practicable 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 functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[1] The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if:[1] The restraint is used with specific component elements of a Positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical Restraints Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[1] Mechanical restraints shall prevent a student from injuring the student or others, or promote normative body positioning and physical functioning. Seclusion The district permits involuntary seclusion of a student for a limited period of time in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. District staff shall provide continuous supervision of students in seclusion, which need not always involve presence of staff within the same room. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[1] Aversive Techniques The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[1] Corporal punishment. Punishment for a manifestation of a student's disability. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit. Noxious substances. Deprivation of basic human rights, such as withholding meals, water or fresh air. Suspensions constituting a pattern as defined in state regulations.[12] Treatment of a demeaning nature. Electric shock. Methods implemented by untrained personnel. Prone restraints, which are restraints by which a student is held face down on the floor.

Intensive Interagency

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

Based on our SES reporting data for the previous 3 years, we have had 1 or no students per year who have been reported on homebound or instruction in the home. Based on SES reporting data in the past 3 years, we have had no students who have been referred for intensive interagency coordination. The district makes a conscience effort to review educational placement through the individualized education process. One concern is related to the lack of services available due to the COVID-19 pandemic as well as concerns surrounding the safety of students who are medically fragile during the time of the pandemic. Keystone School District will put forth their best effort to collaborate with multidisciplinary teams in order to make placement decisions that are in the best interest of the individual student.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES10-12	Secondary	Full-time (1.0)	05/02/2022 12:19 PM

Building Name		
Keystone JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.3

Building Name		
Keystone JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	14 to 18
Age Range Justification		**FTE %**
		0

Building Name
Keystone JSHS

Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	**Case Load**
Full-Time (80% or More)	1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS3-6	Elementary	Full-time (1.0)	05/02/2022 12:14 PM

Building Name	
Keystone El Sch	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	**Case Load**
Supplemental (Less Than 80% but More Than 20%)	2

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LifeK6	Elementary	Full-time (1.0)	05/02/2022 12:15 PM

Building Name		
Keystone El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	8 to 12
Age Range Justification		**FTE %**
Individual Education Plans have addressed the age difference in this Multi District classroom. Some of the students have 1-1 aides accompanying them and besides the classroom teacher, there is a classroom aide.		0.15

Building Name		
Keystone El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Elementary	7 to 7
Age Range Justification		**FTE %**
Individual Education Plans have addressed the age difference in this Multi District classroom. Some of the students have 1-1 aides accompanying them and besides the classroom teacher, there is a classroom aide.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-12E	Secondary	Part-time (0.5)	05/02/2022 12:19 PM

Building Name		
Keystone JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 18
Age Range Justification		**FTE %**
IEPs include age range justifications for one period of resource support		0

Building Name		
Keystone JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 18
Age Range Justification		**FTE %**
IEPs include age range justifications for one period of resource support		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-12EM	Secondary	Full-time (1.0)	05/02/2022 12:09 PM

Building Name		
Keystone JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.16

Building Name		
Keystone JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 17
Age Range Justification		**FTE %**
IEPs include age range justifications for one period of resource support		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-12R	Secondary	Full-time (1.0)	05/02/2022 12:06 PM

Building Name	
Keystone JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification		**FTE %**
IEPs include age range justifications for one period of resource support		0.14

Building Name	
Keystone JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
IEPs include age range justifications for one period of resource support		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-12M	Secondary	Full-time (1.0)	05/02/2022 12:20 PM

Building Name		
Keystone JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
IEPs include age range justifications for one period of resource support		0.22

Building Name		
Keystone JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 17
Age Range Justification		**FTE %**
IEPs include age range justifications for one period of resource support		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPL2	Multiple	Part-time (0.5)	05/02/2022 11:57 AM

Building Name		
Keystone SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		18
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	6 to 13
Age Range Justification		**FTE %**
During no therapy session does the age range exceed the allowable grade span.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SPL1	Elementary	Full-time (1.0)	05/02/2022 12:20 PM

Building Name		
Keystone El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
During no therapy sessions does the age range exceed the allowable grade span.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS7-12	Secondary	Part-time (0.5)	05/02/2022 12:03 PM

Building Name		
Keystone JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0

Building Name		
Keystone JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life7-8	Secondary	Part-time (0.5)	05/02/2022 11:46 AM

Building Name		
Keystone JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS5-6	Elementary	Full-time (1.0)	05/02/2022 11:45 AM

Building Name		
Keystone El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		14
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**

	0.28

Building Name		
Keystone El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS3-4	Elementary	Full-time (1.0)	05/02/2022 11:40 AM

Building Name		
Keystone El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.08

Building Name		
Keystone El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSK-2	Elementary	Full-time (1.0)	05/02/2022 11:38 AM

Building Name		
Keystone El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.06

Building Name
Keystone El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.6

Special Education Facilities

Building Name		Room #	
Keystone El Sch		111	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32	
Implementation Date			
2022-05-16			
Uploaded Files			

1Assurance Check

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

Building Name		Room #	
Keystone El Sch		214	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32	
Implementation Date			
2022-05-16			
Uploaded Files			

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

Building Name		Room #	
Keystone El Sch		218	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32	
Implementation Date			
2022-05-16			
Uploaded Files			

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

Building Name		Room #	
Keystone El Sch		109	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32	
Implementation Date			
2022-05-16			
Uploaded Files			

4Assurance Check

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

Building Name		Room #	
Keystone El Sch		118	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32	
Implementation Date			
2022-05-16			
Uploaded Files			

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

Building Name		Room #	
Keystone El Sch		207A	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
24 feet, 0 inches x 24 feet, 0 inches	576sqft	20	
Implementation Date			
2022-05-16			
Uploaded Files			

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

Building Name		Room #
Keystone El Sch		207B
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
13 feet, 6 inches x 22 feet, 6 inches	303sqft	10
Implementation Date		
2022-05-16		
Uploaded Files		

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

Building Name		Room #
Keystone El Sch		107B
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
13 feet, 6 inches x 22 feet, 6 inches	303sqft	10
Implementation Date		
2022-05-16		
Uploaded Files		

8Assurance Check

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

Building Name		**Room #**
Keystone JSHS		160
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-16		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Keystone JSHS		161
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-16		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Keystone JSHS		172
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
21 feet, 10 inches x 24 feet, 0 inches	524sqft	18
Implementation Date		
2022-05-16		
Uploaded Files		

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

Building Name		Room #	
Keystone JSHS		117	
School Building		Building Description	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom	
30 feet, 10 inches x 22 feet, 0 inches	678sqft	24	
Implementation Date			
2022-05-16			
Uploaded Files			

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

Building Name		Room #	
Keystone JSHS		116	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
29 feet, 6 inches x 22 feet, 0 inches	649sqft	23	
Implementation Date			
2022-05-16			
Uploaded Files			

13Assurance Check

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

Building Name		Room #	
Keystone JSHS		143	
School Building		**Building Description**	
JR/SR High		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
22 feet, 0 inches x 37 feet, 0 inches	814sqft	29	
Implementation Date			
2022-05-16			
Uploaded Files			

14Assurance Check

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

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	3	Secondary	District
Paraprofessionals	5	Elementary	District
School Psychologist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Transition Coordinator	1	Secondary	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Guidance Counselor	.5	Elementary	District
Guidance Counselor	.5	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
All new personnel and new classroom teachers for each student identified with autism will have training relating specifically to the students assigned to their classrooms. The Jr. Sr. High school has an Autism Committee which follows all identified students and meets monthly to determine current required supports for each student. Many opportunities for small group training which many times include parents, are provided each school year to enhance current knowledge about students on the autism spectrum. Consultation and supports from the intermediate unit are accessed for individual needs as well as group training for educators.			
Lead Person/Position		**Year of Training**	
Administration of Keystone School District		2022-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.0	7	PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals

Positive Behavior Support

Description of Training			
Students with disabilities interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others. Teachers, parents and paraprofessionals are provided training and supports in both the use and implementation of positive behavior support plans and CPI techniques including the deescalation component. The brainsteps team, which includes the parent of the individual student(s) is provided training on topics relevant to behavior needs associated with traumatic brain injuries and concussions. The student assistance program team, which includes school based mental health personnel, provides training to new members of the team in the areas of school based mental health supports and services.			
Lead Person/Position		**Year of Training**	
Administration of Keystone School District		2022-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3.0	3	Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals

			Special Education Teachers

Paraprofessional

Description of Training			
Students with disabilities will be provided services by paraprofessional personnel with the knowledge and skills necessary to meet their needs. Training will include disability awareness, instructional strategies and behavior supports.			
Lead Person/Position		**Year of Training**	
Administration of Keystone School District		2022-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.0	60	Intermediate Unit Other	Building Administrators Paraprofessionals

Transition

Description of Training			
Students with disabilities will demonstrate increased ability to successfully make the transitions to work, to post- secondary education and/or to adulthood. Trainings include OVR activities and supports, dropout prevention programming, transition and graduation plans and transition coordinators meetings.			
Lead Person/Position		**Year of Training**	
Administration of Keystone School District		2022-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.0	10	Intermediate Unit	Building Administrators Parents Special Education Teachers Other

Science of Literacy

Description of Training			
Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas outlined in the Pennsylvania Common Core Standards. Trainings will include new reading series support, writing supports, supplemental aides and services support and curriculum development support.			
Lead Person/Position		**Year of Training**	
Administration of Keystone School District		2022-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.0	9	District Intermediate Unit Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Parents of students with disabilities have access to annual trainings provided on the topics previously addressed: autism, behavior support, science of literacy and transition. Parents also receive training in regards to special education law and timelines as well as the special education process and IEP development.			
Lead Person/Position		**Year of Training**	
Supervisor of Special Education		2022-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.0	3	District	Parents

IEP Development

Description of Training
Special education teachers participate in trainings regarding IEP development in order to ensure that all areas of the IEP are completed and all student needs are addressed. General education teachers receive guidance and collaboration with special education teachers through the IEP process to help develop and

implement a successful individualized education plan. Paraprofessionals also receive guidance on identifying and understand critical components to the IEP and how to successfully implement accommodations and modifications within the general education and special education classroom setting.

Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1.0	3	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date
2022-06-20

Uploaded Files

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date