

Conemaugh Township Area SD
Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

300 West Campus Avenue
 PO Box 407
 Davidsville, PA 15928
 (814)479-7575
 Superintendent: Thomas Kakabar
 Director of Special Education: Jane Jugan

Planning Committee

Name	Role
Candace Croner	Middle School Teacher - Special Education : Special Education
Nicole Dull	Administrator : Professional Education Special Education
Jackie Johnson	Ed Specialist - School Counselor : Professional Education Special Education
Jane Jugan	Ed Specialist - School Psychologist : Professional Education Special Education
Thomas Kakabar	Administrator : Professional Education Special Education
Katelin Lindrose	Elementary School Teacher - Regular Education : Special Education
Deborah McMillan	Parent : Special Education
Lisa Style	Elementary School Teacher - Special Education : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 159

Identification Method

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

Currently at Conemaugh Township Area School District, the discrepancy model is being used to identify students with specific learning disabilities.

To determine that a student has a specific learning disability, Conemaugh Township addresses whether the student does not achieve adequately for the student's age or meets 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:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving.

The team at CTASD considers whether the child has been responding to scientific, research-based intervention, which includes documentation that the student received high quality instruction in the general education setting, research-based interventions were provided to the student, and the student's progress was regularly monitored.

The team also evaluates whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade. The team must determine that its findings under this section are not primarily the result of:

- (i) A visual, hearing or orthopedic disability.
- (ii) Mental retardation.
- (iii) Emotional disturbance.
- (iv) Cultural factors.
- (v) Environmental or economic disadvantage.
- (vi) Limited English proficiency.

At CTASD, when a child is suspected of having a specific learning disability, the team will ensure that

the SLD is not due to lack of appropriate instruction in reading or mathematics by considering that before, or as a part of, the referral process, the child was provided with scientifically-based instruction in regular education settings. This instruction also must be delivered by qualified personnel, as indicated by observations of routine classroom instruction. Additionally, repeated assessments of achievement will have been conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, and those results will have been provided to the child's parents.

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: <http://penndata.hbg.psu.edu/BSEReports>

When reviewing the enrollment differences between the state and CTASD, the general percent of the special education population is remarkably the same. CTASD has 14.9% of its population of students identified as in need of special education and/or related services whereas 15.4% of students across the state are receiving some type of special education education services.

The only category in which Conemaugh Township is slightly disproportionate with enrollment in special education is speech and language impairment. There is not a huge disproportionality as the state identifies 15.8% as requiring speech/language support and CTASD has identified 19.6% with such needs. Some reasons for this disproportionality may include the overall smaller population size of the district (995 total students) and a large group of students who transitioned to preschool last year with speech/language needs already identified.

As future students transition to CTASD this year and in the future from preschool to kindergarten, the team will evaluate each child's specific speech/language needs to ensure that appropriate services are being provided. Students who have met their speech/language goals will be dismissed from services as recommended by the team (through appropriate special education procedures).

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?

Conemaugh Township has demonstrated the ability to identify, place, and fund programs outside of

the home school district to students who have an identified need that cannot be support within the district.

Students who are identified as Section 1306.2 (incarcerated students) are provided with a free and appropriate public education at district expense. The district contracts with the Appalachia Intermediate Unit 08 to provide any student in such a situation with educational services as part of his or her IEP.

The Special Education Coordinator regularly communicates will all outside agencies who educate all identified Section 1306 students. Communication has included on site visits as part of this review process.

Conemaugh Township has recognized barriers and limitations due to the lack of local programming options available to students and families in the region. In those cases, related services, such as transporation may be included in the student's IEP.

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).

The district has entered into a service agreement between themselves and the Somerset County Probation and Youth services. Outlined in the agreement are both parties' responsibilities to facilitate cooperation and a liaison between the systems. The Special Education Coordinator acts as the liaison for the district. Again, students who are identified as Section 1306.2 students and who are incarcerated are eligible for a free, appropriate public education at public expense in the county prison system. Coordination for this service may be set up between the district and the local intermediate unit.

Any incarcerated student who may be eligible for special education has the right to be located, identified and evaluated, and when deemed eligible offered a free, appropriate public education (FAPE) in the county prison.

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.

Conemaugh Township Area School District advocates for the student's and parent's rights under Pennsylvania Special Education law and regulations, found in Chapters 14 (the Pennsylvania School Code), and the Federal Individuals Disabilities Education Act amendments of 2004, commonly referred to as IDEA 2004, as reauthorized.

Upon identifying any student who qualifies for special education services, the IEP Team with all available input, attempts to include the student in the regular school and classroom environment to the maximum extent possible. Our commitment to L.R.E. (Least Restrictive Environment) is on-going.

Placement outside of the regular education environment for any portion of the day is made only after input and consideration from all of the IEP Team including the student's parents or guardians. Supplementary aids and services that are provided at Conemaugh Township are unique to each student's needs and identified by the IEP team. These may include collaborative supports such as:

- Consultation between regular educators and the speech/language teacher
- Consultation between the regular educators and any special education teacher supporting the child's learning needs.
- Consultation between regular educators and service providers such as occupational therapist or physical therapist.
- Collaboration with the intermediate unit for crisis prevention and de-escalation trainings to support students at the frequency of at least one time per year.
- Collaboration with the speech teacher for students who require assistive technology in the school setting.
- Collaboration/Consultation with PaTTAN for direct support with the Autism Initiative ABA/VB project.
- Collaboration with PaTTAN to assist with parent trainings associated with the Autism Initiative ABA/VB project.

For students requiring instructional aids and services, supports may include:

- Use of multiple or differing modalities of instructional presentation
- Test modifications or presentation
- Use of materials in an alternate format, such as presentation in Braille, large format, etc.

- Modified curricular goals as agreed to by the IEP team
- Use of scientifically-based supplementary materials to aid learning
- Repetition of directions, additional examples, preteaching

In the cases where students require modifications or adaptations to the physical environment, supports may include:

- Preferential seating close to the point of instruction
- Use of specific desk or chair for students with disabilities requiring such for physical needs
- Adjustments or use of sensory equipment in needed settings
- Environmental aids (like adjustments to the heating or provision of air conditioning for specific health needs)

Students who may need supports and services to increase appropriate behavior in the school setting may receive these supports:

- Peer supports (this could be facilitated through the use of "Lunch bunch" in the elementary setting)
- Counseling supports (via the guidance counselor or emotional support teacher, as specified in the student's IEP)
- Positive behavior support plans as part of their individualized education programs
- Social skills instruction as provided by emotional support, autistic support, guidance counselor, or other specified adult in the school setting
- Opportunities for cooperative learning across settings to observe positive peer role models

The Conemaugh Township Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs or employment practices as required by Title VI, Title IX and Section 504. The District assures that it will take steps to prevent discrimination or the recurrence of discrimination and to correct its discriminatory effects on the individual and others, if appropriate. The District further assures all that it will protect those filing complaint or grievances alleging discrimination from harassment and or retaliation.

Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff. The federal Individuals with Disabilities Education Act (IDEA) and its 2004 amendments, as well as the Gaskins case make it clear that schools have a duty to educate children with disabilities in general education classrooms. Staff training, continuing education, and ongoing professional development opportunities are available for CTASD employees. Administrators support teachers in inclusive procedures by

providing inservice training that addresses teacher-identified needs; employing competent personnel to deliver the training, using a variety of methods, and coordinating the training with other districts or institutions. The administrators also build time into teachers' schedules (seminar time on a daily basis) to allow collaborative problem solving, team meetings, peer coaching sessions, and adaptation of materials.

IU08, PaTTAN, and PDE resources and personnel are utilized to assist the district with inclusion decisions. Specifically, the IU provides trained supervisors in inclusion to the districts on In-Service days as well as for follow up training and advice, as needed. In fact, a district wide training will be held by PaTTAN/AIU8 on February 16, 2015 with the topic of least restrictive environment/inclusion.

Over a period of time the district has hired additional professional staff and aides to assist with students receiving general education with supplementary aids and services. Maximum inclusion will take place based upon the student's IEP. This includes homeroom, lunch, recess, special area classes, assemblies and other curricular areas as appropriate.

In Pennsylvania, The Pennsylvania Training and Technical Assistance Network Autism Initiative (PATTAN AI) has provided ABA-focused training and on-site technical support to a wide range of public school autism support programs. The efforts are a collaboration of PATTAN, Tuscarora Intermediate Unit 11 (providing administrative support), the Pennsylvania Department of Education Bureau of Special Education, and many school districts and intermediate units. A goal of PATTAN's AI ABA Supports efforts is to assist teams in delivering evidence based interventions for children with autism.

At Conemaugh Township, we have received consultation from PATTAN consultants in both the autistic support classroom (at the elementary school) and at the life skills classroom (at the middle/high school) on a regular basis. Two consultants provide expertise in this process. Most consultants are Board Certified Associate Behavior Analysts or have extensive experience in ABA-guided instruction for children with autism. At CTASD, we also provide an internal coach. The role of the internal coach is to work with the PATTAN consultants so that they can acquire the technical aspects necessary to provide consultation based on the principles of ABA. The internal coaches receive ongoing training through PATTAN's AI and work collaboratively with PATTAN AI ABA Support consultants so that independent implementation of applied behavior analytic programming can occur in their school districts.

Overall implementation within participating sites is measured through a rigorous site review process. The site review checklist is used to assess in the beginning of each school year and then again late in the school year; thus it serves as a pre-post measure of consultative implementation. Specific site review items are grouped into several main categories:

1. Classroom organization, including scheduling, data systems, and materials organization
2. Inclusive practices
3. Consultation processes, including degree to which consultation guides practice and the degree to which treatment integrity processes are used
4. Parent and family engagement
5. Instructional practices including intensive teaching, mand training, natural environment training, fluency training, Direct Instruction, social skills instruction, vocal training, and group instruction.
6. A function-based approach to behavior interventions to reduce problem behavior

At Conemaugh Township, there are very few students receiving educational services "in other settings" as displayed on the special education data report. In fact, due to small population size ($n < 10$), the number cannot be displayed on the public form. In comparison, 4.8% of students receiving special education services state-wide have services that occur in these specialized settings, outside of the regular school buildings. Therefore, CTASD is providing the majority of the special education students with educational services in the home district. There is a slight discrepancy between the percentage of students in the state and CTASD who receive less than 40% of their services inside of the regular education classroom. At CTASD, this occurs with 15.7% of the special education population. Statewide, 9% of students are educated inside of regular education less than 40% of the time. It is important to note, however, that since CTASD includes more students in the home district, if the 4.8% of the state percentage that are educated "in other settings" were attributed to the state's 9% receiving support inside the class less than 40% of the time, it would basically equate to the same population in which CTASD serves students in special education less than 40% of the time in regular education (15.7%).

Behavior Support Services

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

The district currently uses multiple behavioral supports in each of its buildings.

The Olweus Bullying Prevention is the k-12 model used within the district.

Examples of meeting topics for the various grade levels would include:

- Overview the BRAVE program
- Cafeteria, hall and bus conduct
- Dealing with rumors
- Problem solving, anger, and dealing with conflict
- Listening skills

Additional resources for behavioral support at Conemaugh Township would include:

- Drug Awareness Programs
- Crisis prevention and behavior intervention training
- CARE team at the high school and STACK team at the elementary (both are SAP teams)
- IST (Instructional Support Team) - elementary school

- Bucket filler program at the elementary to recognize positive behaviors of students
- Special education issues and compliance training
- Consultation and collaboration with local wrap around agencies supporting students in the district's schools
- Contracting with the AIU8 for social worker support as a link between the school and home settings

Crisis prevention and intervention teams have been established in all of the district buildings. The team is certified in CPI through the yearly IU training programs.

At CTASD, it is our goal that students with disabilities will 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.

When implementing behavior interventions for problem behaviors, the ES teachers work to identify ways to intervene early in an escalation. In order to do this, it is important to identify the antecedent of the problem behavior. When involved in de-escalation, the attempt is made to avoid blaming, and to focus instead on effective methods for resolving the problem. All ES teachers receive CPI training on a yearly basis, which provides outlines for de-escalation techniques.

The ES teacher engages in ongoing progress monitoring of each student to determine when there is a need for program changes. They identify areas of growth and identify strategies that have been proven to be effective.

When students are identified as having an emotional disturbance, they are referred for emotional support services from the school district in the least restrictive environment suitable for the student's needs. The ES

teacher examines information from educational assessments, teacher and parent reports. They work to identify problem behaviors, the triggers to those behaviors, and the function the behavior serves. The ES teacher, in collaboration with the IEP team, develops a behavior intervention plan for each student. This plan strives to implement strategies to help support positive behaviors.

There must be clear consequences for negative behaviors and the plan must be implemented throughout the school in a consistent manner. The plan considers environmental factors that can be manipulated and replacement behaviors (that serve the same function as the problem behavior) that can be taught.

Interventions are put into place to support positive growth for the student. These interventions can include opportunities for breaks due to anxiety, anger management strategies, coping skills, or relaxation techniques. Teachers are encouraged to use positive reinforcement and communicate positive expectations, teach social skills and problem solving strategies. The ultimate goal is to fade interventions and to institute some measure of self-management on the part of the student.

The IU08 provides a yearly booklet to districts listing all available programs, services, and personnel. This greatly enhances accessibility to the services and staff for the district. Other collaboration occurs through the following organizations: Somerset/Bedford MHMR, Children and

Youth Services, Children's Aid Home of Somerset County, Laurel Springs, Twin Lakes Center, Aloysia Hall (Good Samaritan Hospital), Pressley Ridge day school, NHS school-Somerset, and Extended Family Academy. Conemaugh Township also works extensively with all BHRS providers.

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 Conemaugh Township Area School District focuses extensively on interagency collaboration. Through the resources of the IU08, all available resources are utilized on an on-going basis. The IU08 provides a yearly booklet to districts listing all available programs, services, and personnel. This greatly enhances accessibility to the services and staff for the district. Other collaboration occurs through the following organizations: Somerset/Bedford MHMR, Children and Youth Services, Somerset Aide Home, Laurel Springs, Twin Lakes Center, Aloysia Hall (Conemaugh Hospital), and Extended Family Academy.

In a situation where there is a hard to place student the IEP team will meet and collaborate to determine the most appropriate placement to meet the students needs. Extreme needs will be met through additional communication and collaboration with outside agencies through a CASSP meeting. Additionally, an intervention specialist from the AUI08 may be brought in to assist the team with programming and placement.

Successful programs within the district have included the life skills/autistic program at the high school/middle school and the autistic support program that is in its si year at the elementary school. Its success is evident with the inclusion of two non-district students within the classroom. There are multiple visitors from through the Commonwealth come to observe the best practices which are part of the day to day operation of the classroom. Parents from out-of-the-district have inquired about sending their children to these classes. Our learning support and emotional support classrooms are well established. Conemaugh Township's speech program at the itinerant level is highly regarded by professional staff, administration, and parents. Students receiving services from the Intermediate Unit, such as multiple disability support, early elementary life skills support, blind and vision support, mobility, and hearing support have been well served with this ongoing partnership. Contracted services from CAMCO have also been highly regarded as well. Students who may require needs beyond the services available within the district may be served through a cooperative agreement with a neighboring district or other local agencies that may provide the type of support that the student requires.

We plan to build upon our most recent initiatives (autistic support / life skills) through continued parent collaboration, ongoing professional development, and best practices review with our local and regional partnerships.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

There are several strengths within the district-wide Special Education Program. One strength for our successful inclusion model has been the continuation of teacher aides for special education. These positions at all levels assist the teachers in instructing children with identified special needs. Since the school district has been willing to provide the materials, personnel and time in this endeavor, the program is a success. Additionally, co-teaching has been successful for several subjects at both the later elementary and middle school levels.

To assist students with continuity of skill development and preparation for work or training after graduation, the district has always been very supportive of identified students who desire to continue their education to the age of 21. With the continuation of education until the maximum age, the district has developed relationships with Goodwill and the Association for the Blind and Handicapped in assisting student with job placements.

With the development of the life skills program, four students were able to be returned to their home school district, CTASD. This program has already gained acclaim by the professional staff, parents, and administration in the district. The district provides training to staff, faculty, and parents either on in-service days or in the evenings. Trainings have been provided by CT staff, AIU08 staff, in conjunction with PaTTAN or with collaboration from local organizations. In the future, the district will be utilizing parent input questionnaires to guide the planning of workshops based on parent preference.

Conemaugh Township will continue to develop data driven solutions to problems for its students and families as additional needs arise within the district.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Somerset County Prison	Incarcerated	Appalachia Intermediate Unit 08	0
Warrior Run School District	Nonresident	Warrior Run School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Westmont Hilltop Elementary School	Neighboring School Districts	Life Skills Support	2
Westmont Hilltop Elementary School	Neighboring School Districts	Multiple Disability Support	2
Forest Hills Middle School	Neighboring School Districts	Multiple Disability Support	1
Devereux Kanner	Approved Private Schools	Autistic Support	1
Midwestern Intermediate Unit 4	Special Education Centers	Life Skills Support	1
Pressley Ridge Day School	Approved Private Schools	Full time emotional or autistic support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 17, 2015

Reason for the proposed change: Updated changes for special education plan revision.

WP

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	7	0.35
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 9	5	0.2
Justification: Teacher provides 1:1 emotional support to students or within small groups within the same age range.							
Conemaugh Township Area School District	An Elementary School Building	A building in which General Education	Itinerant	Learning Support	7 to 9	5	0.2

		programs are operated					
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 13	3	0.25
Justification: Teacher provides 1:1 supports to students; therefore no students are with others who are of variable age range.							

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Updated program for special education plan revisions.

BP

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	0.55
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	5	0.12
Conemaugh Township Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	5	0.16
Conemaugh Township Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 12	2	0.17

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015

Reason for the proposed change: Updated information for special education plan.

BL

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	6	0.5
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	10	0.24
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	5	0.26

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 17, 2015

Reason for the proposed change: Updated program changes due to special education plan revision.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 11	3	0.37
Justification: Students have rationale within their IEPs that they can be included with the autistic support class with students outside of the three year age span.							
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 11	1	0.08
Justification: Students have rationale in their IEPs that they can be included with other autistic support students outside of the three year age span.							
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	4	0.54

		programs are operated					
Justification: Students have justification in their IEPs regarding age range variance of greater than three years.							

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Updated caseloads for special education plan.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	49	0.75
Justification: Speech/language therapist meets with students individually or within small group within a similar age range.							
Conemaugh Township Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 20	13	0.25
Justification: Speech/language therapist meets with students individually or within age appropriate age span for groups during sessions.							

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Update to plan due to special education plan revision deadline.

MW

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 21	1	0.2
Justification: Justification related to age range differences is indicated within students' IEPs.							
Conemaugh Township Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are	Itinerant	Autistic Support	13 to 20	2	0.25

		operated					
Justification: Teacher meets with students individually to provide services.							
Conemaugh Township Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 20	4	0.55
Justification: Age range variance is justified in each student's IEP, when necessary.							

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Updated information for special education plan.

CC

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	12	0.28
Conemaugh Township Area Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.55
Conemaugh Township Area Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 15	2	0.17

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Updated information for special education plan.

JS

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	5	0.1
Conemaugh Township Area High	A Senior High	A building in which	Supplemental (Less Than 80%)	Learning Support	16 to 20	2	0.15

School	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Updated information for special education plan.

HL

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	9	0.34
Conemaugh Township Area Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	7	0.5
Conemaugh Township Area Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 15	1	0.16

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Updated information for special education plan.

KBeb

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	0.42
Conemaugh Township Area High	A Senior High School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	14 to 18	1	0.4

	Building	Education programs are operated	20%)				
Conemaugh Township Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 17	1	0.17

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Updated information for special education plan.

KBir

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 20	16	0.6

Justification: Emotional support teachers provides 1:1 services to students; therefore, students are not subjected to being with students out of age range.

Program Position #12*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Updated information for special education plan.

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PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 10	2	0.1
Conemaugh Township Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 18	1	0.1

Justification: Teacher provides 1:1 services to students with blindness or visual impairments.

Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 12	6	0.12
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Justification: Teacher provides 1:1 services to students who are hearing impaired.

Conemaugh Township Area Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 20	4	0.08
Justification: Teacher provides 1:1 services to students who are hearing impaired.							

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 960 sq. ft.*Square footage of this classroom:* 960 sq. ft. (30 feet long x 32 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conemaugh Township Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	12	0.4
Justification: Itinerant speech/language services are provided individually or in a small group format grouped by age. Therefore, no students are grouped with others greater than a 3 year age difference.							

Special Education Support Services

Support Service	Location	Teacher FTE
School District Aide	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide	Conemaugh Township High School	1
School District Aide/Special Education	Conemaugh Township High School / Middle School	1
School District Aide/Special Education	Conemaugh Township High School / Middle School	1
School District Aide/Special Education	Conemaugh Township High School / Middle School	1
Personal Care Aide	Conemaugh Township Elementary School	1
Personal Care Aide	Conemaugh Township Middle School	1
Personal Care Aide	Westmont Elementary MDS Class	1

School Psychologist	Conemaugh Township Area School District	0.5
Special Education Coordinator	Conemaugh Township Area School District	0.5
School District Aide	Conemaugh Township Area Elementary	0.5
Personal Care Aide	Conemaugh Township Area Elementary	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
CAMCO Inc. - Occupational Therapy	Outside Contractor	40 Hours
CAMCO Inc. - Physical Therapy	Outside Contractor	10 Hours
Intermediate Unit 8 - Social Work	Intermediate Unit	15 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. Personnel will receive both in-service and out of district training. Training sessions will include, but is not limited to Crisis Prevention and Intervention techniques, CPR, I.D.E.A. compliance, AED, and First Aid training, behavior management techniques, recent autism intervention techniques, Special Education Issues and Compliance Topics, etc.</p> <p>Trainings will be led by the autistic/life skills support teacher, PATTAN, special education coordinator, AIU8 supervisors, and other related service providers.</p> <p>Continuing through 2014-15, Conemaugh Township will be supported by the autism initiative in Pennsylvania and receive support via the consultants at PaTTAN for the students who receive a portion of their instruction from the autistic support teacher at the Elementary and Middle/High School. As this is a very structured process, Conemaugh Township would like to continue to progress with the process, aiming to reach model site status at either the autistic support classroom or the life skills classroom by 2018.</p>
Person Responsible	Jane Jugan
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	30

Provider	PATTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Professional educators will enhance professional knowledge, instructional practices, and inclusive practices within the regular education setting as part of these 'best practices' onsite trainings and guided practice through the district's ongoing autism initiative.
Research & Best Practices Base	Trainings will adhere to and reflect most recent research findings and best practices.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Collaboration and consultation with the autistic support teacher, life skills support teacher, or special education coordinator.

Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Goal of the autism initiatives project through PaTTAN is to become a model site at one of the district buildings by the end of the three year plan. Also, the district would like to work on including at least one identified student with autism at an itinerant level of support (when he or she had been previously receiving supplemental autistic support). This would show the ability for the student to remain instructionally engaged in regular education as well as the teacher's acceptance of students with autistic needs at a lower level of special education support.
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Behavior Support

Description	<p>Students with positive behavior support plans will be included and integrated in the regular education environment with supports and aids provided as directed by the IEP team.</p> <p>The team will meet to discuss the appropriate supports that should be provided such as positive reinforcement and focusing on the student's preferred motivators. Those working with the students will focus on identifying antecedents to problem behaviors, what the behavior looks like, and consequences for the problem behavior.</p> <p>Some district teachers attend IU sponsored ES/AS behavior support trainings or specialized trainings provided by PaTTAN focusing on positive behavior support.</p> <p>Continual topics that may be chosen for team development and training include the following:</p> <ol style="list-style-type: none"> 1. Positive Behavior and Assistive Technology 2. Functional Behavior Assessment 3. Strategies for Diffusing Potential Behavior Problems
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	<p>4. Positive Behavior Support Planning</p> <p>5. Applied Behavior Analysis</p> <p>6. Overview of behavioral support (provided to transportation providers on yearly basis)</p> <p>7.. Non-violent Crisis Intervention and Prevention including Verbal De-escalation strategies (this occurs yearly and is provided by the Intermediate Unit 08)</p> <p>Evidence can be gathered for implementation through the behavior plans that will be developed by professional staff in the district.</p>
Person Responsible	Jane Jugan
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	20
Provider	Various
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Participants will gain knowledge of approved, and scientifically based strategies to increase positive student behavior in the classroom and in other appropriate settings.
Research & Best Practices Base	Trainings will be conducted using most recent research and best practices from the field.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective

	results.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey Decrease of 1% or more yearly of special education discipline referrals.

Paraprofessional

Description	<p>ROLE OF PARAEDUCATOR: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. A minimum of 20 hours of in-service hours are available to the paraprofessionals hired by Conemaugh Township on a yearly basis. Training sessions include, but are not limited to paraprofessionals in all buildings, specific buildings or to individuals based on specific needs relevant to their position. Topics include but are not limited to Crisis Prevention and Intervention techniques, CPR, IDEA compliance, AED, and First Aid training, PSSA/PASA training, behavior management techniques, autism interventions, etc. Paraprofessionals needing specific training designed to parallel the needs of the student will continue to be offered by the district and/or related</p>
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	<p>providers.</p> <p>Evidence that this action step has been implemented will be demonstrated through the documented time sheets completed by each paraprofessional, meetings with the paraprofessionals by the special education coordinator or building principal, and other training documentation.</p>
Person Responsible	Jane Jugan
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	12
Provider	Various district and 3rd party providers
Provider Type	Various district and 3rd party providers
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain the necessary skills designed to further assist students in the regular education and special education settings based upon need.
Research & Best Practices Base	Trainings will reflect current best practices and research.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Live Webinar
Participant Roles	School counselors Paraprofessional

	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey Portfolio Completion of 20 or more paraprofessional developmental hours for each staff member employed by CTASD during the three year period.

Reading NCLB #1

Description	<p>Topic: Reading-Across Building Curriculum Development and Alignment</p> <p>Teachers and administrators meet across grade levels and across buildings to review completed planned instruction by month (pacing calendars) that is aligned with math, reading, and science curriculum with respect to the Common Core Standards and applicable Keystone Exams for the district. Starting in 2015/16, the middle/high school will begin to provide more direct reading classes in order to continually improve the growth and development of reading habits for all students.</p> <p>Teachers also meet to discuss relevant student progress and assessments that are beneficial to the student body.</p> <p>Curriculum meetings and data teams will review planned instruction and resulting assessment data through the life of the plan.</p>
Person Responsible	Administrative team
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	5
# of Participants Per Session	75
Provider	Intermediate Unit 8
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Professional educators will review planned instruction and curriculum alignment using the Common Core, state assessments, and PVAAS results.
Research & Best Practices Base	Trainings conducted by the Intermediate Unit will be based upon the most recent research and will use current 'best practices' for all curriculum review sessions.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Department Focused Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p>

	Paraprofessional New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Monthly curriculum meetings and curriculum development workshops.
Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Improvement by at least 1% growth on PSSA scores for identified special education students in the area of ELA/reading.

Transition

Description	<p>TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult living. Training and advice is solicited with the AIU08 input and occurs during the school year to keep the district up to date with the latest techniques, methods and laws regarding transition services. Conemaugh Township has provided all transition services for its students for those students who are eligible and of age.</p> <p>Currently, in the 2015-16 school year, two students are employed during the day in a paid or volunteer capacity as part of their transition services. Work sites have included Goodwill, the Salvation Army, and the Association for the Blind and Handicapped, among others. Over the course of this plan, the goal for the LEA would like to have at least one of its students, age 18 or older, working in some type of capacity during the school day for training or volunteer experience.</p> <p>Evidence that this action step will be implemented and demonstrated through ongoing professional development including Indicator 13 mandatory training</p>
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	and other professional development opportunities in the district. The LEA will work with the AIU08, PaTTAN and PDE to continue with the transition initiatives, focusing on student-centered input as part of the IEPs. This would be a valuable asset to the students and families.
Person Responsible	Jane Jugan
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	12
Provider	Appalachia Intermediate Unit 8
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Professional staff and administration will demonstrate increased ability to successfully make support student transitions to school age programs, to work, to post-secondary education and/or other adult programming.
Research & Best Practices Base	Trainings will reflect most recent research and best practices.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	Classroom teachers

	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Monthly special education meetings with professional staff.
Evaluation Methods	Participant survey Report of one or more students employed or volunteering during the school day each school year of this plan.

Special Education Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer