

Profile and Plan Essentials

LEA Name		AUN	
Conemaugh Valley SD		108111403	
Address 1			
1340 William Penn Avenue			
Address 2			
City	State	Zip	
Johnstown	PA	15906	
Director of Special Education Name			
Sherry Ream, Rhonda Thomas			
Director of Special Education Email			
sream@cvk12.org , rthomas@cvk12.org			
Director of Special Education Phone Number		Director of Special Education Ext	
814-535-6970		227	
Chief Administrator Name			
Mr Shane M Hazenstab			
Chief Administrator Email			
shazenstab@cvk12.org			

Special Education Students

Total Number of Students Receiving Special Education 144

School District Total Student Enrollment 690

Percent of Students Receiving Special Education 20.9

Steering Committee

Name	Position/Role	Building	Email
Shane Hazenstab	Superintendent	Conemaugh Valley SD	shazenstab@cvk12.org
Brian Randall	Building Principal	Conemaugh Valley JSHS	brandall@cvk12.org
Michelle LaRose	Building Principal	Conemaugh Valley El Sch	mlarose@cvk12.org
Renee Lee	Special Education Teacher	Conemaugh Valley JSHS	rlee@cvk12.org
Rhonda Thomas	Other	Conemaugh Valley JSHS	rthomas@cvk12.org
Hannah Ribblett	Board Member	Conemaugh Valley SD	hmr32@pitt.edu
Sherry Ream	Other	Conemaugh Valley El Sch	sream@cvk12.org
Ashley Plummer	Special Education Teacher	Conemaugh Valley El Sch	aplummer@cvk12.org
Ashley James	Parent	Conemaugh Valley SD	ashley15946@yahoo.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)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

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
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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.)

The Conemaugh Valley School District ensures that nonresident students residing within the district have access to the same educational programs and services provided to other district students. We currently have no agencies operating within our district that provides living arrangements for exceptional students. We do have foster parents within the district who could house students from outside of our district. Currently there are resident students living there now. When a nonresident school age student takes up residency within the Conemaugh Valley School District, our counselors conduct a student interview and completes a complete record review. If the student is found eligible for school services, these services are immediately provided. The district requests educational records from the student's most recent district of residence and a scholastic record is established, including a plan addressing the credits required for graduation. If records indicated that the student is identified as a student with a disability, under Pennsylvania Chapter 14: Special Education Services and Programs, the district provides a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with state regulations. The Conemaugh Valley School District educates the student in its public schools unless through the IEP process the district and parent determine that an alternative educational setting will more appropriately address the student's educational needs. The CVSD will provide the student with FAPE and needed special education or educational services necessary in accordance with 22 PA Code Chapter 14 and IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act. The district will also ensure that the special education services are provided by a certified special education teacher. If the student is not identified as a student with a disability, a screening process, as required under Child Find may be conducted. Should the screening indicate that the student is potentially a student with a disability, the district initiates an evaluation in accordance with Chapter 14. If the student is identified as a student with a disability, the subsequent procedures are followed as per current Pennsylvania regulations.

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

The Conemaugh Valley School District employs a Director of Student Services who is charged with communicating with all facilities housing Conemaugh Valley students. The Director attends all IEP meetings and any other meetings involving the student where appropriate. All IEPs are reviewed by the director as well as parent, teacher and student input. The Director also visits the students at the facilities as allowable and appropriate. The school district and the facility are in at least monthly contact to discuss student progress. Once it is decided that a student will return to the homeschool, a student centered plan is put into place. This may include principals, teachers, guidance counselors from the home school visiting the student at the facility to establish some familiarity with the staff prior to return. This may occur multiple times based on need. Students may then transition back to the homeschool for part or half of a day for however long is needed to be sure that the transition is successful. This period of time is based on student need and comfort to the extent possible. During the transition period, the school district and the facility also remain in constant contact in order to provide the student with as much support and continuity as possible.

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).**

There are currently no facilities for incarcerated students within the LEA for which the School District is responsible for ensuring that all incarcerated students are located, identified, evaluated and, when deemed eligible, offered a free appropriate public education (FAPE). In the event the district was required to provide incarcerated student oversight, the district would collaborate with the host district, local Intermediate Unit (IU08), which provides services and oversight. IU08 provides educational services for the host district of our county prison. IU08 procedures include meeting with County Prison officials weekly to check inmate rosters for students that potentially qualify for educational services under Brian B.v. Commonwealth of PA. Students are interviewed and asked to participate in the program. The IU contracts the district of residence for records and to coordinate the course of study for students. Based on their screening results the IU conducts an evaluation, when appropriate, in accord with Chapter 14 and IDEA requirements and procedures. For identified students, their IEP's are followed and data is reviewed and collected from the student, teachers, parents, and district representatives to determine appropriate programs/services.

Least Restrictive Environment

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

The Conemaugh Valley School District has surpassed the SPP target for Special Education inside the regular class 80% or more. Conemaugh Valley is at 72.4% compared to the state percentage of 61.6%. The Conemaugh Valley School District provides each special education student with an appropriate education within and outside of the regular classroom environment appropriate to individual student's strengths and needs. Prior to evaluation for special education, pre-referral strategies are provided at both the elementary and secondary levels. If a parent requests an evaluation, the regular education pre-referral team is involved to obtain current levels of functioning in the regular education curriculum and to determine what instructional strategies are effective. The multidisciplinary team carefully reviews current levels of functioning and how the student functions within the regular education curriculum to assist in the determination of the type and amount of Special Education services.

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?**

The Conemaugh Valley School District first considers the regular education classroom and curriculum with supplementary aids and services when determining placements for students with disabilities, which include special education teacher and paraeducator support. Students receive instruction and services outside the regular education classroom and/or curriculum only when student needs are so severe that he or she will receive little to no benefit from inclusion; when the provision of necessary supports and/or services is so costly as to significantly affect the educational opportunities of the other students; or when the student is so disruptive as to significantly impair the education of other children in the class. Collaborative, instructional, social-behavioral and/or physical aids and services are considered in planning for inclusion. District leadership supports the provision of supplementary aids and services in the regular education classroom through coordinating staff schedules and responsibilities; provision of professional opportunities for teachers, paraprofessionals, related service providers and others; providing opportunities for problem-solving and planning, coaching and mentoring; and developing positive relationships with families. New initiatives, programs and materials are evaluated according to the principals of universal design for learning prior to implementation within the district.

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

To keep our veteran teaching staff and new teaching staff (regular educators and special education educators), as well as paraeducators, abreast of the various co-teaching techniques, on-site training has been provided. The consultants from the Intermediate Unit have been utilized and will continue to be utilized to provide training in this area. Some members of our special education staff have also attended conferences conducted by PaTTAN to enhance their collaborative efforts. All of the paraeducators completed 20 hours of training this year of which all have been trained in areas to maximize their skills and inclusionary practices. Most of this training was prepared and presented by the staff of consultants at PaTTAN through videoconferencing. Our paraeducators have been part of our teacher in-services; attending sessions that enhance inclusionary practices. These are some of the supplementary aids and services that the LEA will utilize to ensure meaningful participation of students with disabilities in the general education curriculum: 1. Schedule time for co-planning and team meetings. 2. Instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support). 3.

Professional development related to collaboration. 4. All school personnel collaborate in the development and delivery of SaS. 5. Providing modified curricular goals. 6. Providing alternate ways for students to demonstrate learning. 7. Providing test modification. 8.

Providing alternate materials and/or assistive technology (e.g., audio version of materials, transcribe text into Braille, large print, alternate computer access). 9. Changing method of presentation. 10. Providing research-based supplementary materials. 11. Furniture arrangement in environments. 12.

Specific seating arrangements. 13. Adaptive equipment. 14. Structural Aids (e.g., wheelchair accessibility, trays, grab bars). 15. Counseling supports. 16. Individualized behavior support plans. 17. Cooperative learning strategies.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

Some of the Supplementary Aids and Services (SaS) provided across the special education spectrum in place for Conemaugh Valley students could include the following... 1. Providing modified goals. 2. Providing alternate ways for students to demonstrate learning and mastery of skills. 3. Providing alternate materials and/or assistive technology (e.g., audio version of materials, transcribe text into Braille, large print, alternate computer access). 4. Changing method of presentation of rules and skills. 5. Adaptive equipment. 6. Structural Aids (e.g., wheelchair accessibility, trays, grab bars). 7. Individualized behavior support plans. 8. Cooperative learning strategies. 9. Modification of rules/time limits to fit student needs.

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?**

In the event that a student is placed in alternative educational programming, the district continues to play an active role in the student's educational program. The district receives progress reports, assists in the coordination of IEP meetings, attends IEP meetings, evaluates student progress, and communicates with appropriate alternative education staff. Students are encouraged to do well in alternative education settings so that they may return to the regular education environment. Use of this type of programming has declined due to supports provided in our local schools. Similarly, when students are placed by their families in nonpublic schools or placed by the IEP team in out-of-district classrooms or approved private schools, the district continues to play an active role in the student's program by attending IEP meetings, receiving and evaluating progress reports, and communicating with the appropriate staff. Parents and guardians also receive all one calls, mailings, and emails pertaining to extra-curricular happenings at the school as well as sign-ups for sports and clubs.

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)**

The Conemaugh Valley School District has had an increasing need for emotional support placements that result in placements out of the district. In order to help provide services to these students, the district is increasing the resources available for such students. At the elementary and secondary levels, special education teachers have the capacity to provide itinerant emotional support services. In addition, at the elementary level, School-Wide Positive Behavior Interventions and Supports are being utilized to help meet the social and emotional needs of all students. Additional instruction at the elementary level is being provided by social skills groups and teaching of emotions and coping skills through one of the special rotations. At the secondary level, a classroom has been added in which students who require supplementary emotional support services may spend part of their day receiving services while also receiving instruction in their core classes. A pilot elementary classroom is being implemented following the model of the secondary classroom. This will not require additional staff but a restructuring of the current special education services offered.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Forest Hills Elementary	Other	Public School	Forest Hills School District	Life Skills Support	2
ACRP	Approved Private School (APS)		Alternative Community Resources Program	Emotional Support	2
Soaring Heights	Licensed Private Academic		Soaring Heights	Autistic Support	2
AYS	Other	Day Treatment Facility	Appalachian Youth Services	Emotional Support	2
Children's Behavioral Health	Other	Private	Children's Behavioral Health	Emotional Support	1
Windber Area SD	Other	Public School	Windber Area SD	Life Skills Support	0
Presley Ridge	Licensed Private Academic		Presley Ridge	Emotional Support	7
IU08 Bridge Program	Other	Intermediate Unit	Intermediate Unit 08	Life Skills Support	2
Forest Hills Jr/Sr High	Other	Public School	Forest Hills School District	Life Skills Support	3
Extended Family Programs	Other	Day Treatment Facility	Extended Family Programs	Emotional Support	1
Pressley Ridge	Licensed Private Academic		Pressley Ridge	Autistic Support	0
New Story	Licensed Private Academic		New Story	Emotional Support	0
New Story	Licensed Private Academic		New Story	Autistic Support	0
Adelphoi Education	Licensed Private Academic		Adelphoi Education	Emotional Support	0

Positive Behavior Support

Date of Approval

2021-02-11

Uploaded Files

Behavior.pdf

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

The Conemaugh Valley School District believes in the use of positive behavior support. The policy is designed to enable children with individualized educational programs (IEPs), who need a behavior support program, to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements of Pennsylvania's Chapter 14 Regulations.

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.

Conemaugh Valley assures that it will provide adequate training and support to appropriate personnel in the use of specific procedures, methods and techniques as outlined in Pennsylvania's Chapter 14 and PDE Guideline for Effective Behavior Support. Training will be updated as appropriate. The Conemaugh Valley School District has the responsibility for ensuring that positive behavior support programs are developed correctly through the training of personnel in the areas of positive behavior supports and de-escalation techniques through non-violent crisis intervention training as well as knowledge and understanding of the characteristics of exceptional students. De-escalation techniques, through non-violent crisis intervention, will be made available to our staff through IU08 consultants twice per year so that teachers can keep their credentials current.

3. Describe the district positive school wide support programs.

Positive measures, rather than negative, form the basis of a behavior support program to ensure that all students are free from demeaning treatment, the use of aversive techniques (activities designed to establish a negative association with a specific behavior), and the use of unreasonable restraint. The policy is designed to enable students with individualized educational programs (IEPs), who need behavior support (the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques), to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements of federal and state laws and regulations.

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

At the secondary level, guidance counselors provide support, on an as-needed basis, to both identified and unidentified students, in order that issues are resolved early before escalating into crises, and as a result, all students are able to function effectively in the general education environment. In addition, a certified special education teacher provides ongoing support to students who are identified with emotional disorders. Our school district not only provides its own staff to address students' emotional or behavioral concerns, but we also utilize our school psychologist, social worker, and various programs like REACH and Mindfulness for Schools. A Learning Lamp social worker provides support to students with IEPs, as well as brief counseling to "at risk" students without IEPs, who may need temporary assistance because of life circumstances. Consequently, many students and families are helped before minor issues develop into major concerns that may require evaluation for special education services.

5. **Describe the district restraint procedure.**

Positive measures, rather than negative, form the basis of a behavior support program to ensure that all students are free from demeaning treatment, the use of aversive techniques (activities designed to establish a negative association with a specific behavior), and the use of unreasonable restraint. Restraints of any type to control behavior will not be allowed within our programs except for self-injurious situations. Physical contact with a student only escalates the situation when the student is in a heightened state of emotion, in our opinion, and may have negative consequences on the interpersonal relationship between the student and the staff member. Restraining a student has also been found to erode the relationship between the school and the student's family. There are no positives coming from the use of physical restraints. If a restraint must be used to prevent a self-injurious situation, serious injury to other students, or other staff, it may only be used when other less invasive procedures have been tried. The Special Education Facilitator or Designee will notify the parents of the restraint as soon as practical and will convene an IEP meeting within 10 days of the restraint. At this meeting, it will be determined if an FBA is needed, along with modifications to the existing IEP, or a re-evaluation or change of placement to address the behavior of concern. A positive behavior support plan that includes efforts to limit and eliminate the need for physical restraint should also be put in place. Only staff who have been appropriately trained are authorized to use restraints.

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.

The Conemaugh Valley School District has no student or disability category for which it is having difficulty ensuring FAPE at this time. If the school district was having difficulty ensuring FAPE for a student in a particular disability category, the IEP team would reconvene to evaluate the selected placement. The team would analyze the educational program, benefits, and services available to ensure that any placement decision ensures FAPE. Following determination of an appropriate placement, the IEP serves as a plan of appropriate education reasonably designed to meet the individual needs of the student and ensure FAPE. The district will utilize an interagency approach to resolve and locate educational placements and services for hard to place students with disabilities. To assist in identifying and securing services outside of the school, a Social Worker has been part of our team to be used by the school and family. The school district has available through the Intermediate Unit 08, if needed, the services of an interagency coordinator who can be contacted when needed and is available to provide training and consultation as to outside service and agencies. We have found that this coordinator has experiences, gained from other districts, that is invaluable. In the event that a student would require homebound instruction, the district would report any needed information to the SES system as required.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itin AS/ES	Elementary	Full-time (1.0)	01/22/2024 12:06 PM

Building Name		
Conemaugh Valley El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
the grouping of students will not exceed more than 3 years per group		0.2

Building Name		
Conemaugh Valley El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
the grouping of students will not exceed more than 3 years per group		0.05

Building Name		
Conemaugh Valley El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
the grouping of students will not exceed more than 3 years per group		0.5

Building Name		
Conemaugh Valley El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
the grouping of students will not exceed more than 3 years per group		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itin 3/4 LS	Elementary	Full-time (1.0)	01/22/2024 12:07 PM

Building Name		
Conemaugh Valley El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
the groupings will not exceed more than 3 years per group		0.3

Building Name		
Conemaugh Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
the groupings will not exceed more than 3 years per group		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itin 5/6 LS	Elementary	Full-time (1.0)	01/22/2024 12:10 PM

Building Name		
Conemaugh Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
the groupings will not exceed more than 3 years per group		0.4

Building Name		
Conemaugh Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
the groupings will not exceed more than 3 years per group		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 2	Multiple	Part-time (0.5)	01/22/2024 12:14 PM

Building Name	
Conemaugh Valley SD	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	20

Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
groupings will never exceed age ranges		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL51	Secondary	Full-time (1.0)	01/22/2024 12:02 PM

Building Name		
Conemaugh Valley 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	12 to 21
Age Range Justification		FTE %
student groupings will never exceed age limits		0.22

Building Name		
Conemaugh Valley 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 21

Age Range Justification	FTE %
student groupings will never exceed age limits	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing k-12	Multiple	Part-time (0.5)	01/22/2024 12:14 PM

Building Name		
Conemaugh Valley SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	5 to 21
Age Range Justification		FTE %
the grouping of students will not exceed more than 3 years per group		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS Pull-Out 3/6	Elementary	Full-time (1.0)	01/22/2024 12:17 PM

Building Name		
Conemaugh Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
the groupings will not exceed more than 3 years per group		0.75

Building Name		
Conemaugh Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 13
Age Range Justification		FTE %
the groupings will not exceed more than 3 years per group		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL5 2	Secondary	Full-time (1.0)	01/22/2024 12:19 PM

Building Name		
Conemaugh Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
student groupings will never exceed age limits		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES/AS HS	Secondary	Full-time (1.0)	01/22/2024 12:22 PM

Building Name		
Conemaugh Valley JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
student groupings will never exceed age limits		0.3

Building Name		
Conemaugh Valley JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 21
Age Range Justification		FTE %
student groupings will never exceed age limits		0.2

Building Name		
Conemaugh Valley JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
student groupings will never exceed age limits		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech	Multiple	Full-time (1.0)	01/22/2024 12:13 PM

Building Name		
Conemaugh Valley El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %

Students will never exceed age range in groupings	0.69
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vision k-12	Multiple	Part-time (0.5)	01/22/2024 12:22 PM

Building Name		
Conemaugh Valley SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	5 to 21
Age Range Justification		FTE %
the grouping of students will not exceed more than 3 years per group		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Itin K/2 LS	Elementary	Full-time (1.0)	01/22/2024 12:23 PM

Building Name		
Conemaugh Valley El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
the grouping of students will not exceed more than 3 years per group		0.4

Building Name		
Conemaugh Valley 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	5 to 8
Age Range Justification		FTE %
the grouping of students will not exceed more than 3 years per group		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL5 4	Secondary	Full-time (1.0)	01/22/2024 12:24 PM

Building Name	
Conemaugh Valley JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	15

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
student groupings will never exceed age limits		0.3

Building Name		
Conemaugh Valley 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	12 to 21
Age Range Justification		FTE %
Student groupings will never exceed age limits		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL3	Secondary	Full-time (1.0)	01/22/2024 12:27 PM

Building Name		
Conemaugh Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21

Age Range Justification	FTE %
student groupings will never exceed age limits	0.4

Building Name		
Conemaugh Valley 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	12 to 21
Age Range Justification		FTE %
student groupings will never exceed age limits		0.3

Special Education Facilities

Building Name		Room #
Conemaugh Valley JSHS		100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 6 inches x 31 feet, 5 inches	895sqft	31
Implementation Date		
2022-06-08		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Conemaugh Valley El Sch		225
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 33 feet, 10 inches	406sqft	14
Implementation Date		
2022-06-08		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Conemaugh Valley JSHS		101
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 2 inches x 29 feet, 0 inches	1048sqft	37
Implementation Date		
2022-06-08		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Conemaugh Valley JSHS		204
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 27 feet, 6 inches	852sqft	30
Implementation Date		
2022-06-08		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Conemaugh Valley El Sch		123
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 4 inches x 32 feet, 4 inches	495sqft	17
Implementation Date		
2022-06-08		

Uploaded Files

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Conemaugh Valley El Sch		204
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 2 inches x 19 feet, 6 inches	373sqft	13
Implementation Date		
2022-06-08		
Uploaded Files		

6 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

7Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Paraprofessionals	10	Elementary	District
Paraprofessionals	5	Secondary	District
School Psychologist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Guidance Counselor	1	Secondary	District
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	Secondary	District
Other	1	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
The Conemaugh Valley School District will provide Autistic Support training in the areas of behavior support and accommodations.			
Lead Person/Position		Year of Training	
Special Education Facilitator/ School Psychologist/IU08 Educational Consultant		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
The Conemaugh Valley School District will provide Autistic Support training in the areas communication and assistive technology.			
Lead Person/Position		Year of Training	
IU08 Educational Consultant		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
The Conemaugh Valley School District will provide Behavior Support Training in the areas of Suicide Prevention, Positive Behavior Support Plans, Social Emotional Learning, and Functional Behavior Assessments.			

Lead Person/Position		Year of Training	
Special Education Facilitator/ School Psychologist/SWPBIS Member		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Non-violent Crisis Intervention			
Lead Person/Position		Year of Training	
IU08 Consultant		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	Intermediate Unit	Special Education Teachers Other

Paraprofessional

Description of Training	
The Conemaugh Valley School District will provide training to paraprofessionals on school related topics such as behavior management, accommodations, De-escalation, Mandated Reporter, CPR/First Aid, Autistic Support and other areas as needed.	
Lead Person/Position	Year of Training
Special Education Facilitator/ School Psychologist/IU08 Consultant	2024

		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
The Conemaugh Valley School District will provide training and consultation for teachers and parents in the area of Secondary Transition in order to ensure compliance with Indicator 13. Teachers will be able to develop IEPs and goals related to transition that meet the needs of the students as well as connect students with the proper resources following graduation.			
Lead Person/Position		Year of Training	
Special Education Facilitator/IU08 Consultant		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
The Conemaugh Valley School District will provide specialized training in the area of reading to include assessment, modifications, specially designed instruction, writing, and reading curriculum.			

Lead Person/Position		Year of Training	
District will arrange training with outside provider		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN Other	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
The Conemaugh Valley School District will develop opportunities to educate parents on special education, the IEP process, functional behavioral assessments, autism, and helping their students at home. This will be done at in-person trainings, and webinars.			
Lead Person/Position		Year of Training	
Special Education Facilitator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Other	Parents

IEP Development

Description of Training
The Conemaugh Valley School District will provide opportunities for teachers to engage in meaningful professional development in the area of IEP writing.

Lead Person/Position		Year of Training	
Special Education Facilitator/ School Psychologist/IU08 Consultant		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit PaTTAN Other	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

2022-07-14

Uploaded Files

affirmation_statement_specialeducation (2).docx

- 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

Shane Hazenstab

Date

2022-08-26

