

Conemaugh Valley SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

1340 William Penn Avenue
 Johnstown, PA 15906
 (814)535-3957
 Superintendent: David Lehman
 Director of Special Education: Michael Chappie

Planning Committee

Name	Role
Rebecca Castiglione	Administrator : Professional Education Special Education
Shane Hazenstab	Administrator : Professional Education Special Education
William Kanich	Administrator : Professional Education Special Education
David Lehman	Administrator : Professional Education Special Education
Rhonda Thomas	Elementary School Teacher - Special Education : Special Education
Toni Shaffer	High School Teacher - Special Education : Special Education
Elaina Kline	Parent : Special Education
Michael Chappie	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 123

Identification Method

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

In the Conemaugh Valley School District, prior to referral for evaluation for a suspected disability, a student receives pre-referral interventions, designed by the “Child Study” or “Screening Team.” The Screening Team includes special and regular educators, a school psychologist, guidance counselor, and social worker. In the event that the student fails to show progress in response to interventions, he or she will be referred for evaluation by a multidisciplinary team.

If the student is thought to have a specific learning disability, the evaluation team follows the “discrepancy model” in the identification of learning disability. In other words, the school psychologist, who is both a required and important member of the team, examines student data for evidence of a discrepancy between ability and achievement. However, before the student is identified with a learning disability, other factors that might contribute to a gap between ability and achievement must be ruled out. These factors include hearing impairment, visual impairment, physical disability, as well as environmental and cultural factors and limited English proficiency. Information is gathered from school health and educational records to help make this determination. Further, the school psychologist administers the necessary assessments to discount intellectual deficiencies and emotional disorders as possible causes for lower-than-expected academic achievement. The school psychologist also examines information provided by teachers and parents, as well as curriculum-based and observational data.

Finally, the student’s pattern of strengths and weaknesses is examined to determine a discrepancy between ability and achievement, leading to the identification of specific learning disability.

Enrollment

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

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

There are no disproportionate categories of exceptional students as compared to state-wide figures nor is there a discrepancy in our overall special education population.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The 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.

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.

The Conemaugh Valley School District has not experienced problems or barriers to meet obligations under Section 1306 of the Public School Code.

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).

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

The Conemaugh Valley School District has significantly surpassed the SPP target for Special Education inside the regular class 80% or more. 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 level. 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.

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.

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.

A bonus to our evolving inclusionary efforts is that any and all students within the regular classes have access to the additional teacher and paraeducator support. This practice greatly helps dissolve any stigma still attached to special education identification by allowing regular education students to request support from the special educator or paraeducator in attendance.

Assistive technology specialists, physical and occupational therapists, contracted through the IU08 or private agencies, provide training to teachers on a regular basis on the use of assistive devices for students with physical disabilities or sensory impairments.

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.

Special education is provided in different types of settings within the boundaries of our school

district (itinerant, supplemental) within and outside of the regular class. It also is provided in settings outside of our district (IU programs, alternative programs, and approved private schools) where the needs of the student requires these types of services.

To ensure that the student receives the maximum amount of instruction from the various types, levels, and locations of special education; a full range of supplementary aids and services are provided. The list of supplementary aids and services can be endless based on the students' needs and creativity of the IEP team.

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. Schedule time for coplanning and team meetings.
2. Instructional arrangements that support collaboration (e.g., coteaching, 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., materials on tape, 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.

Behavior Support Services

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

The 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.

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.

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 superintendent or designee is responsible for ensuring that (1) agreed upon behavior support plans within IEPs for students are implemented in consistent manner, and (2) this policy is implemented in compliance with Pennsylvania's Regulations.

Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary. The IEP team shall develop positive behavior support plans for students with disabilities who require specific intervention to address behavior that interferes with learning. The plan shall be based on a functional behavior assessment and be part of the IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for appropriate behavior to specific tangible rewards. Effective techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills, and reduce problem behavior will be employed.

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 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.

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.

At the elementary and secondary levels, 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 it also contracts with the IU and ACRP, a private agency, to provide social work services. The IU and ACRP social workers provide 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.

Although the Conemaugh Valley School District currently has an intensive behavioral support program staffed by well-qualified personnel, the district also has plans to train all staff in specific positive behavioral support practices through personnel development in the future.

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 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.

The LEA will identify and report to the PA Department of Education all students for whom we are experiencing difficulty providing appropriate educational services. In the event the interagency team is not able to identify an appropriate placement, program or services, and the barriers involve funding or policy issues, the Regional Interagency Coordinator will request assistance from the Bureau of Special Education and the Department of Public Welfare.

The School District collaborates with all local child servicing systems that assist in providing supports or programming for students with disabilities. Interagency and/or CASSP meetings are scheduled as needed to coordinate services. District guidance counselors collaborate with MH/MR, Children and Youth Services and other county agencies as needed. A mental health counselor provides brief counseling and assists at the Elementary and Jr/Sr High School with referrals to outside services. Student assistance programs have been implemented at the Jr/Sr High School. Involved agencies are invited to attend IEP meetings and other meetings when appropriate.

The school district collaborates with all county child service agencies to provide supports and programming for students. These agencies are invited to attend IEP meetings and other meetings when appropriate. The Special Education Supervisor and/or guidance counselors attend agency meetings when appropriate. Students may receive services from multiple agencies both during the school day and after hours. Student assistance programs, probation, MH/MR, CYS and social service agencies are examples of collaborative relationships the LEA has developed to better serve students and families within the school district. We have also been networking with our neighboring school districts to share services and programs so that programs and services can be provided locally at a reasonable expense to all involved. We've recently acquired psychological and social work services in this manner, to provide better service to our students.

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.

The Conemaugh Valley School District is located within an economically depressed region in west central Pennsylvania. School enrollment continues to decline as well as employment opportunities and our local tax dollars. Another trend in our school district is an increase in transient students and students with more significant educational needs. However, even with the negative socio-economic conditions which creates challenges, our district has organized itself to make the best of limited funds while trying to keep our district staffed at the necessary level, supplied with adequate educational materials, and having an appropriate amount of technological equipment to provide for the needs of our students and staff.

Our elementary school is newer and started to be used at the beginning of the start of the 2014-2015 school year. These facilities provide more space as well as up-dated equipment and furniture

when compared to our former elementary schools. This school allows for better use of the current staff with one school instead of two former schools. Our elementary and secondary schools are on the same campus.

An adequate number of special education teachers with low caseloads, plus the use of paraeducators has allowed us to achieve inclusion rates that exceed the state average. Generous staffing also results in our students academically achieving above state averages.

To ensure that inclusion is successful and beneficial to the students, many teacher in-services were, and will be, provided to teachers (general and special education) as well as the paraeducators in the areas of co-teaching, inclusion, and accommodations and adaptations to materials and curriculum.

The District is currently focused on the Valley Network which is an online professional development platform for teachers and paraeducators. This professional development focuses on classroom management along with other best educational practices such as understanding autism and using technology in learning.

During the 2017 / 2018 school year, the District has started a team of educators to develop (SWPBIS) School-Wide Positive Behavior Interventions and Supports at the secondary level. An elementary team is refining the elementary school's SWPBIS.

The Conemaugh Valley School District encourages parents to become more aware of their children's education by continually offering information on services as well as trainings that are available through the Conemaugh Valley School District, the Appalachia Intermediate Unit, PaTTAN, and local agencies.

- Mailings, flyers, and school building display areas are used to inform parents of programs, services and upcoming trainings.
- We also inform our parents of opportunities for parent trainings and information regarding programs and activities for students are on the Conemaugh Valley School District's Website and electronic billboard for parents to review.
- Special Education information has also been included on the district's website.
- Training is available to all staff on a regular basis. Prior to the beginning of each school year, three days of in-service training are provided in order to keep teachers current on the latest trends in both general and special education. Trainings are offered throughout the school year (Act 80 days and regular in-service dates).
- Training is provided to district staff by the IU consultants, IU teaching staff, outside agencies, university staff, and PaTTAN, through various modes.

Collaboration and co-teaching arrangements among general and special educators are an integral part of the special education program due to our inclusionary philosophy and efforts.

- All special education teachers provide support within the general education classroom along with paraeducators.
- Approximately 12 paraeducators provide one-on-one or small group support to special education students (a ratio of one aide for every nine students) within the general classroom setting.
- At the secondary level, special educators are assigned to departments (English, science, etc.) according to the area in which each is certified.
- Special and general educators are provided time to work collaboratively to provide instruction

to all students.

The Conemaugh Valley School District follows steps to ensure that special educators as well as paraeducators are qualified and knowledgeable about students with disabilities.

- All special education teachers at the secondary level are certified in their assigned core subject area (English, science, etc.) in addition to being certified in special education.
- All para-educators employed by the district to work with students with disabilities are required to have 20 hours of annual training as well as pass an initial examination designed by the special education department or possess an Associate's level or higher degree.

The Conemaugh Valley School District employs administrative staff and specialists to support the special education program.

- The district has its own part-time special education coordinator.
- The district has a contract to provide technological assistance.
- The special education department has a full-time secretary to maintain student records as well as Penn Data.
- We have also employed a separate part-time school psychologist and social worker so that more assistance and support can be provided in these areas.

The Conemaugh Valley School District's programs are student oriented, with an emphasis on developing coping, anger-management, and conflict-resolution skills. Emotional support, social work and counseling services are consistently available to provide positive behavior support and to be proactive and prevent negative incidents from developing.

- The district provides an array of support services including elementary and secondary guidance counselors, certified emotional and autistic support teachers, licensed/certified social worker, and a school psychologist. We either employ or contract for services to address the various needs of students.
- At the elementary and secondary level, guidance counselors are available to support both identified and unidentified students.
- Emotional and autistic support teachers, as well as a licensed/certified social worker, provide both ongoing support and brief counseling to students.
- Staff maintains close connections with parents and social service agencies.

The Conemaugh Valley School District maintains relationships with a number of outside agencies in order to provide appropriate transition services to students with disabilities.

- The district maintains relationships with a large number of agencies including (but not limited to): Admiral Peary Vo-Tech School, Alternative Community Resources Program, Association for Retarded Citizens, Blind and Vision Services, Cambria County Association for the Blind and Handicapped, Cambria County BHID, Children's Behavioral Health, Appalachia Intermediate Unit 8, PATTAN, Office of Vocational Rehabilitation, and the Hiram G. Andrews Center.

The district has excellent relationships with OVR and OVR Early Outreach. OVR Early Outreach provides assemblies for our transition aged students with disabilities on a quarterly basis. OVR is in our district on a consistent basis to link our students with post secondary supports and services.

Even though our emphasis is to educate exceptional students in the general education classrooms, we also maintain other special education options to provide appropriate programming when necessary and appropriate.

The Conemaugh Valley School District is especially proud of the support provided by the general education staff. These teachers follow the IEPs, provide the accommodations and adaptations, and even use accommodations and adaptations with the general education students who demonstrate academic, behavioral, social and/or emotional needs in their classes.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU08 Classroom at Forest Hills Elementary School	Neighboring School Districts	Full-Time Life Skills	3
IU08 Bridge Program	Other	Full-Time Life Skills	1
Children's Behavioral Health Institute	Other	ES	1
Cambria County Association for the Blind and Handicapped	Other	Work Site	1
Goodwill Industries Learn II Work	Other	Work Site	1
ACRP Alternative School	Other	Itinerant and supplemental emotional support	1
AYS	Other	Itinerant emotional and learning support	1
IU 08 Classroom at Windber Jr/Sr High School	Neighboring School Districts	Supplemental MDS	1
ACRP St. Michaels	Other	Emotional Support	1
Learning Lamp at Forrest Hills Elementary School	Other	Emotional Support and Learning Support	1
IU 08 Classroom at Forrest Hills Jr/Sr High School	Neighboring School Districts	Supplemental Life Skills	1
Westmont Jr/Sr High School	Neighboring School Districts	Supplemental Life Skills	2
Presley Ridge	Other	Full Time emotional and learning support	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	5	0.7
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.3
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	6	0.8
Justification: The grouping of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	1	0.2
Justification: The grouping of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	8	0.7
Justification: The grouping of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.3
Justification: The grouping of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	4	0.7
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.3
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	10	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational. This teacher will be the teacher of record for general education classes 0.2 of the day.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	2	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 18	9	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational. This teacher will be the teacher of record for general education classes 0.2 of the day.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	6	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	34	0.6
Justification: Teacher is seeing students on an individual basis whereby they are not pulled into a supplemental type situation.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 16	4	0.1
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 18	6	0.5
Justification: Teacher is seeing students on an individual basis whereby they are not pulled into a supplemental type situation. This teacher will also provide community based instruction (CBI) to approximately 3 students at an estimated frequency of four hours per month.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 18	1	0.2
Justification: The grouping of students will not exceed more than 4 years per group.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 12	1	0.2
Justification: This is an itinerant program whereby the Autistic Support Teacher sees one student at a time.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 12	1	0.1
Justification: The grouping of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 18	1	0.02
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 18	15	0.6
Justification: This is an itinerant program whereby the emotional support teacher sees one student at a time.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 18	1	0.1
Justification: The grouping of students will not exceed more than 4 years per group.				
Locations:				
Conemaugh Valley Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 12	6	0.2
Justification: This is an itinerant program whereby the emotional support teacher sees one student at a time.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	1	0.1
Justification: The group of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	8	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational. This teacher will be the teacher of record for general education classes 0.2 of the day.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	5	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	11	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational. This teacher will be the teacher of record for general education classes 0.2 of the day.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	4	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraeducator	Conemaugh Valley Elementary	0.5
Paraeducator	Conemaugh Valley Elementary	0.8
Paraeducator	Conemaugh Valley Elementary	1
Paraeducator	Conemaugh Valley Elementary	1
Paraeducator	Conemaugh Valley Elementary	1
Paraeducator	Conemaugh Valley Elementary	1
Paraeducator	Conemaugh Valley High School	0.8
Paraeducator	Conemaugh Valley High School	1
Paraeducator	Conemaugh Valley High School	1
Paraeducator	Conemaugh Valley High School	1
Paraeducator	Conemaugh Valley High School	1
Personal Care Aide	Windber Jr/Sr High School - IU08 Class	1
Personal Care Aide	Forest Hills Middle School - IU08 Class	1
Personal Care Aide	Greater Johnstown CTC - IU08 Class	1
Special Education Secretary	Conemaugh Valley High School	1

Special Education Coordinator	Conemaugh Valley Elementary and Jr./Sr. High School	0.6
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Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	1 Days
Occupational Therapy	Outside Contractor	3 Days
Social Worker	Multiple LEA (School Districts or Charter Schools)	2 Days
Psychologist	Multiple LEA (School Districts or Charter Schools)	2 Days
Assistive Technology	Intermediate Unit	30 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	All special education staff will be trained in best practice in the following areas: verbal behavior learning (speech and language support), assistive technology, social skills development, supplementary aides and services, positive behavior support and other professional development based on student needs. All special education staff responsible for students with disabilities will be trained and will act as consultants to the general education staff who provide service to students with autism. This exchange will be in conjunction with the District Autistic Support Teacher.
Person Responsible	Mrs. Rebecca Castiglione & Mr. Shane Hazenstab
Start Date	8/20/2018
End Date	5/28/2021
Program Area(s)	Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	20
Provider	Conemaugh Valley School District, IU08, PaTTAN
Provider Type	Conemaugh Valley School District, IU08, PaTTAN
PDE Approved	Yes
Knowledge Gain	<p>All personnel who work with students with autism will gain the following as a result of planned professional development:</p> <ul style="list-style-type: none"> -Use of assistive technology to support students with autism. -Social skills development through inclusive practices. -Communication skills for students with autism. -Positive Behavior support -Characteristics of Autistic students.

Research & Best Practices Base	<p>Verbal Behavioral Learning</p> <p>Supplementary Aides and Services</p> <p>Assistive Technology</p> <p>Least Restrictive Environment</p> <p>Social Skills Training</p>
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> <p>Empowers educators to work effectively with parents and community partners.</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>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Review of Progress Monitoring Goals and Behavioral data to decrease removals from general education classroom for behavioral difficulties by 2% each year over the course of this plan.</p>

Behavior Support

Description	<p>The Conemaugh Valley School District has made some personnel changes and added staff to better meet the social & emotional needs of our students. It was thought the more and better student services would better address our student's emotional and social issues at school and in the home/community environments. We also felt that helping parents access community mental health services would improve school behavior leading to less behavioral infractions and improved student achievement.</p> <p>Employing a full time (1.0 FTE) Emotional Support teacher and a full time (1.0 FTE) Autistic Support Teacher allow for individual sessions with students and well as ample time to address crisis type of situations that diffuse the situation and get the student back to the learning environment quickly. Employing a social worker allows us to provide an extra support layer by allowing for counseling to be provided by our social worker. She is also a great resource for</p>
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	<p>our parents to help them access medical services, mental health services, and other social services needed by the student and family. Employing a psychologist allows for the routine types of activities plus membership in child study team interaction and psychological counseling services when needed. We also contract for outside mental health services to come into the school and help address the needs of our students.</p> <p>To bring all of these services together, and headed in the same direction, all will be trained on the same topics. Topics will include Positive Behavior Support PLans, Functional Behavioral Assessments and SWPBIS. Teachers and administrators will apply appropriate non-violent crisis intervention and de-escalation techniques as interventions in instances where physical harm to self or others is perceived to be a likely consequence of negative behavior.</p> <p>Due to our small group size, statistical data was not available. However, review of in-house data indicated that suspensions and expulsions is not even close to being an issue.</p> <p>Our emphasis is on small behavioral issues that will affect learning and how to do this using positive behavior support.</p>
Person Responsible	Mrs. Rebecca Castiglione & Mr. Shane Hazenstab
Start Date	8/20/2018
End Date	5/31/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	20
Provider	Conemaugh Valley School District, IU08
Provider Type	Conemaugh Valley School District & IU08
PDE Approved	Yes
Knowledge Gain	<p>Co-Teaching Activities</p> <p>Positive Behavior Support Plan and Design</p> <p>Non-Violent Crisis Intervention and De-escalation Techniques</p> <p>Functional Behavioral Assessment</p> <p>Consultation Skills</p>

	SWPBIS
Research & Best Practices Base	<p>Least Restrictive Environment</p> <p>Positive Behavior Support Plan and Design</p> <p>Non-Violent Crisis Intervention and De-escalation Techniques</p> <p>Functional Behavioral Assessment</p> <p>SWPBIS</p>
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>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
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>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p>

	<p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Focused consultation with teachers, aides, and support services</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Review of suspensions for special education students to document decrease of suspensions by 1% each school year over the course of this plan</p>

Paraprofessional

Description	<p>Through on-line training and on-site training, all paraprofessionals will be highly qualified. District paraprofessionals will participate in annual trainings offered through IU08 online and on-site trainings. Topics will include positive behavior support, classroom modifications, and C.P.R./First Aid.</p> <p>Paraprofessionals, under the direction of classroom teachers, will provide support to students with disabilities in inclusive settings and in resource rooms.</p> <p>All paraprofessionals will receive 20 hours of training annually.</p>
Person Responsible	Mrs. Rebecca Castiglione & Mr. Shane Hazenstab
Start Date	8/20/2018

End Date	5/31/2021
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	12
Provider	Conemaugh Valley School District, IU08, PaTTAN, American Red Cross
Provider Type	Conemaugh Valley School District, IU08
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will support students in inclusive settings and in resource rooms in ways that maximize success for students in the least restrictive environment. They will acquire knowledge in positive behavior support, classroom modifications, and in areas of medical concern.
Research & Best Practices Base	<p>Education of students in need of special education in the least restrictive environment</p> <p>Non-Violent Crisis Intervention</p> <p>Positive Behavior Support</p> <p>Classroom Modification</p> <p>CPR/First Aid</p>
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>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	<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>

leadership roles	
Training Format	Series of Workshops Online-Synchronous
Participant Roles	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	Paraprofessional/Teacher Consultation and Aide to Aide discussions
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Reading NCLB #1

Description	<p>Teachers will receive professional development on the use of standards-aligned benchmarking strategies and the use of formative assessments to adjust instructional practice , provide modifications and accommodations, and to deliver specially designed instruction within inclusive settings. Emphasis will be placed on the instructional supports necessary to support students in inclusive settings. Again we address differentiated instruction and co-teaching skills to blend curriculum and instructional strategies.</p> <p>Spring of 2012 Special Education Subgroup Proficiency levels are as follows:</p> <p>Grade 3 Reading = 50.0% Math = 30%</p> <p>Grade 4 Reading = 9% Math = 9%</p>
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	<p>Grade 5 Reading = 11% Math = 11%</p> <p>Grade 6 Reading = 12.5% Math = 12.5%</p> <p>Grade 7 Reading = 27.3% Math = 40%</p> <p>Grade 8 Reading = 55.5% Math = 11%</p> <p>These advanced and proficient scores indicate that there is room for improvement in the curriculum areas. Our goal is for a 2% increase in scores for this subgroup for the life of this plan.</p>
Person Responsible	Mrs. Rebecca Castilgione & Mr. Shane Hazenstab
Start Date	8/20/2018
End Date	5/31/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	20
Provider	Conemaugh Valley School District, IU08, PaTTAN
Provider Type	Conemaugh Valley School District, IU08, PaTTAN
PDE Approved	Yes
Knowledge Gain	<p>Common Core Standards and Reading Skill Acquisition</p> <p>Cross-Curricular Education</p> <p>Formative Assessment</p> <p>Appropriate Curricular Adaptation</p> <p>Co-Teaching Skills</p> <p>Connections amount Curriculum, Instruction and Assessment</p> <p>Questioning</p>
Research & Best Practices Base	<p>PA Core Standards</p> <p>Best Practices in Curriculum Design, Instruction and Assessment</p>

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	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>New Staff</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</p>

	peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Creating assessments to address student needs
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of PSSA and Keystone testing results to document increase in proficiency levels by 2% in reading and math over the course of this plan.

Transition

Description	<p>Students of all abilities will successfully make transitions to post-secondary education, work, and adult life. On-site training will be provided through guided practice, distance learning, and peer consultation.</p> <p>The Learning Support teachers will conduct follow-up monitoring to determine students' level of success in reaching their post-secondary goals. Our district will continue to improve our graduation rate and decrease our drop-out rate. Our Learning Support teachers will continue to increase skills to create and support linkages to expand post-secondary options for students with disabilities. The district will monitor the rate of graduation of learning support students to ensure that it meets or exceeds the benchmarks.</p> <p>Our goal is to maintain above state average outcomes with a goal of 100% of our students graduating and going on to participate in post-secondary education / training and/or employment. Our district has small cohort samples of less than 10 students per year. As a result, data is not included.</p>
Person Responsible	Shane Hazenstab
Start Date	8/20/2018
End Date	5/31/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	18
# of Participants Per Session	7
Provider	Conemaugh Valley School District, IU08 and OVR/OVR Early Outreach
Provider Type	Conemaugh Valley School District, IU08 and OVR/OVR Early Outreach
PDE Approved	Yes
Knowledge Gain	Techniques to support students in successful transitions to work and/or to post-secondary education and to adult life.
Research & Best Practices Base	Pennsylvania State Performance Plan Indicator 13
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>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
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>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	<p>Series of Workshops</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>New Staff</p>

	Other educational specialists Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion IEP Team Consultations and Teacher Consultations
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

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.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer