

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 165

Total Student Enrollment 907

Percent of Special Education Students 18.2

Steering Committee

Name	Position/Role	Building	Email
Thomas J. Kakabar	Superintendent	Conemaugh Township Area SD	thomas.kakabar@ctasd.org
Jane Jugan	Other	Conemaugh Township Area SD	jane.jugan@ctasd.org
Maureen Kalfas	Special Education Teacher	Conemaugh Twp Area MS/SHS	maureen.kalfas@ctasd.org
Becky Lough	General Education Teacher	Conemaugh Twp Area El Sch	becky.lough@ctasd.org
Bethany Spengler	General Education Teacher	Conemaugh Twp Area MS/SHS	bethany.spengler@ctasd.org
Nicole Dull	Parent	Conemaugh Twp Area El Sch	nicole.dull@ctasd.org
Samantha Rosa	Parent	Conemaugh Twp Area El Sch	samantha.rosa@ctasd.org
James Foster	Building Principal	Conemaugh Twp Area MS/SHS	james.foster@ctasd.org
Jarod Feathers	Building Principal	Conemaugh Twp Area MS/SHS	jarod.feathers@ctasd.org
Stacy Dabbs	Director of Curriculum	Conemaugh Township Area SD	stacy.dabbs@ctasd.org
Rebecca Parker	Special Education Teacher	Conemaugh Twp Area El Sch	rebecca.parker@ctasd.org

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)

Improvement and Planning Activity

The CTASD was flagged for not meeting Indicator 13 requirements based on cyclical monitoring data during the 19/20 school year. As a result, all corrective action was provided to the state special education advisor to show evidence of corrections and a plan of action to improve. The CTASD provided these individual corrective action plans (ICAPs) to the state special education advisor by January of 2021 at the latest to show evidence of improvements and corrections. The corrective action was closed out by the adviser on 1/22/2021.

The CTASD special education coordinator met with the high school special education staff on 4/28/2020 regarding improvements that needed to be made regarding Indicator 13. All HS special education staff attended either in-person or remotely.

The CTASD collaborated with the IU08 to provide training to staff who are responsible for Indicator 13 improvements. An EduPlanet course, entitled "Ensuring Compliance/Best Practices when developing IEPs for Transition Students" was completed by all transition staff by the end of the summer of 2020. This was a 7.5 hour on-line course that required active participation and displays of knowledge through assessments.

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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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
According to the PA Department of Education's Significant Disproportionality website, there is "no calculation" in the area of placement. No risk ratio calculation was performed in this category due to small sample size or no data.	No improvement activities are required as the district is not disproportionate in the area of placement.

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
According to the PA Department of Education's Significant Disproportionality website, there is "no calculation" in the area of placement. No risk ratio calculation was performed in this category due to small sample size or no data.	No improvement activities are required as the district is not disproportionate in the area of discipline.

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
According to the PA Department of Education's Significant Disproportionality website, there is "no calculation" in the area of identification. No risk ratio calculation was performed in this category due to small sample size or no data.	No improvement activities are required as the district is not disproportionate in the area of identification.

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.)

Conemaugh Township has demonstrated the ability to identify, help coordinate placements, and fund programs outside of the home school district to students who have an identified need that cannot be supported within the district. However, at this time, Conemaugh Township Area School District has no facility or institution that would meet criteria for Section 1306 of the Pennsylvania School Code. If a student is placed in a 1306 facility outside of the district, the CTASD communicates and is actively involved with scheduled meetings, updates, and plans to transition the student back to the CTASD.

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

The CTASD special education coordinator regularly attends meetings to review student progress for any special education students served by a 1306 facility. If a student may be nearing the time to transition back to CTASD, the special education coordinator also invites district guidance counselors, principals, or teachers to participate in meetings to ensure a smooth transition back to the public school.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

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

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

Additionally, the CTASD would work in conjunction with the host school district. This host school district (where the facility is located), would be responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children. This would pertain to those students with Individualized Education Programs in accordance with the Individuals with Disabilities Education Act as well as students with Service Agreements in accordance with the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. The Special Education Coordinator regularly communicates with all outside agencies who educate all identified Section 1306 students. Communication has included on-site visits as part of this review process.

Least Restrictive Environment

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

From the 2020-2021 Penn Data report, Conemaugh Township Area School District slightly exceeds the State Performance Plan (SPP) targets for the number of Special Education students inside the regular classroom for 80% or more of the school day (62.1% state; 62.7% Conemaugh Township Area). The district also meets or exceeds the SPP targets for the number of Special Education students inside the regular classroom for less than 40% of the school day (9.8% state; 7.2% Conemaugh Township Area – this is an area in which a lower percentage is preferable). The district was also below the SPP target (4.7% state; percentage not reported for Conemaugh Township Area) for the number of Special Education students in other settings. Since Conemaugh Township had a very low number of students in this category, as percentage was not even reported by the state in the Penn Data documentation. Conemaugh Township always makes an effort to include students in their least restrictive educational environments with supplementary aids and services provided. There have been a few occasions in which students, based on IEP team determination and evaluation/re-evaluation results, require placement in a setting outside of the public school district. When it becomes necessary for students to be educated outside of the school district, the LEA (or representative) at CTASD will participate in regular monitoring of student progress, such as 45-day review meetings. The goal for students who are placed outside of the public building is to be returned to the home school district once the IEP team determines that their needs can be met within a less restrictive setting.

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?

At CTASD, school-wide positive behavior support programs are currently being implemented within both the MS/HS and the Elementary School buildings. The district provides staff from both buildings (including principals, counselors, special and regular education teachers, psychologist, and IST staff) with training in the Student Assistance Program. The Student Assistance Programs in each building meet at least two times a month to help support student needs. In addition to the SAP programs, the district employs programs/curricula such as the following within the buildings: Olweus Bullying Prevention Program, Emotional ABC's curriculum, Suite 360, and WIN time (WIN is an acronym for What I Need – this program provides students with a lesson and proactive approach to discipline on an as-needed basis). Additionally, the district contracts with Reaching Educational Achievements with Clinical Mental Health (R.E.A.C.H.) to provide social workers and licensed mental health counselors for both individual and group counseling within each building. The district guidance counselors implement portions of the Smart Futures program for career readiness/career guidance in grades K-12. To assist with truancy prevention, the district is linked with the Youth Advocate Program who can implement Justice Works with families. Academically, teachers are trained with evidence-based curricula that they utilize in their classrooms. Each method or approach to improving student academic progress is based on the individual and their related needs. For example, within regular education students may be taught with on-level curricula geared to the state standards with Everyday Math for their mathematics instruction. For identified students who remain in regular education, adaptations may be made to the content, pace, or assessments. If students require additional support, they may be provided with additional, supplementary curricula or instruction. Examples may include utilizing Connecting Math Concepts, Number Worlds, or Voyager Sopris (VMath). Again, any of the supplementary curricula or approaches are based on student needs and IEP team decisions. Locally, the Conemaugh Township Area School District works with the Intermediate Unit 08 to provide support and training on a variety of topics. The CTASD also works with PaTTAN for additional needs. Ongoing professional development opportunities are provided by district staff, the IU08, PDE/PaTTAN, R.E.A.C.H therapists/personnel, other neighboring districts, or representatives from software companies or curriculum specialists.

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

At the elementary level, the instructional support team (IST) is involved as a Tier 2 intervention to assist students with a wide variety of needs, including academic, behavioral, social, truancy, etc. Interventions are discussed by the team and included within regular education. Additionally, recommendations are made to the family to help assist the child at home with the area of identified need. The IST teachers or staff meet regularly to review data to determine if additional interventions need to be put into place or whether students may be at the point of being dismissed from IST. The district employs 13 paraprofessionals district wide. Additionally, three Americorps workers are contracted to work in the district. There is a devoted Title I teacher at the elementary building. These staff all are assigned to provide interventions to students as well as support teachers/students within general education based on their individual needs. As noted earlier, the Conemaugh Township Area School District works with the Intermediate Unit 08 to provide support and training on a variety of topics. The district also works with PaTTAN for additional or more specialized needs. Ongoing professional development opportunities are provided by district staff, the IU08, PDE/PaTTAN, R.E.A.C.H therapists/personnel, other neighboring districts, or representatives from software companies or curriculum specialists.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. During each student's IEP team meeting, the team identifies the child's individual strengths and needs relative to appropriate supplementary aids and services. This will help ensure meaningful participation of students with disabilities in extracurricular activities. Considerations are always made with respect to the instructional, physical and social environment of the extracurricular environment. On a regular basis, the district has had students supported by paraprofessionals at school events. For example, at a high school seasonal concert, the district-paid paraprofessional may attend the event to support the student and provide consistency for them at an event after school. The team always reviews settings variables and identifies potential barriers to access to promote meaningful participation of students with disabilities in extracurricular activities. Another example of a review of barriers is with the district students who participate in community-based instruction. A couple of students (who attend community-based instruction) cannot safely utilize regular community changing tables (due to their size) as they are typically meant for younger children. The district has purchased portable changing tables that the staff can take along for the students so that they can meaningfully participate in events with respect and dignity.
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? At CTASD, any students placed out-of-district have access to the same district extra-curricular activities that are offered to our district student population. For example, in March of 2022 the district held an elementary reading night. The event was attended by 79% of the school population, plus many other children/families from outside of the district. For an occasion like this, students placed at out-of-district classrooms are always permitted and encouraged to attend.
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 CTASD strives to provide special education and related services in the least restrictive environment, as determined by the IEP team, that meets each student's specific needs. IEP teams will continue to make placement determinations based on individual strengths and needs. Supports in regular education may include the use of individually selected supplemental aids and services. At CTASD, there is a high percentage, comparable to the state percentage, of school-age students receiving the majority of their special education services within the regular education setting and in their home school setting. During 19/20, 67.4% of CTASD special education students were included in regular education 80% of the time or more while 61.5% of statewide students did the same. In 20/21, 62.7% of CTASD special education students were included 80% or more of the time while statewide, 62.1% of students did the same. Students with severe disabilities and needs based on multidisciplinary evaluations, re-evaluations, and IEPs, may be included at the CTASD

public school buildings when their needs can be safely met. All students attending the CTHS or CT Elementary school have some portion of their day spent within regular education, even if it is a minimal amount of time for students with significant/severe disabilities. Paraprofessionals, nurses, community agency staff and instructional staff support students in a variety of regular education settings as determined by the IEP team. The only types of support in which a student may be placed out-of-the district by an IEP team decision may be for students with severe disabilities who may need full-time emotional support, full-time autistic support, or life skills support (for ages 18-21). As of April 2021, the district only has four students in full-time placements as decided by the IEP team. With an overall school enrollment of 905 students in grades K-12 (April 2022 data), having four students receiving full-time support outside of the home school district equates to less than 5/10th of one percent of the total school population.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
ACRP Center for Achievement	Licensed Private Academic		ACRP	Autistic Support	2
Bridge Apartment program	Other	Life skills classroom for students beyond grade 12	Appalachia IU08	Life Skills Support	1
Pressley Ridge	Licensed Private Academic		Pressley Ridge	Emotional Support	1

Positive Behavior Support

Date of Approval
2020-12-08

Uploaded Files

Behavior Support Policy.pdf

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

As noted in a prior section of this report, at CTASD, school-wide positive behavior support programming is currently being implemented within both the MS/HS and the Elementary School buildings. Students with and without disabilities are provided with district-wide supports. The district provides staff from both buildings (including principals, counselors, special and regular education teachers, psychologist, and IST staff) with training in the Student Assistance Program. The Student Assistance Programs in each building meet approximately two times a month to help support student needs. In addition to the SAP programs, the district employs programs/curricula such as the following within the buildings: Olweus Bullying Prevention Program, Emotional ABC's curriculum, Suite 360, and WIN time (WIN is an acronym for What I Need – this program provides students with a lesson and proactive approach to discipline on an as-needed basis). Additionally, the district contracts with Reaching Educational Achievements with Clinical Mental Health (R.E.A.C.H.) to provide social workers and licensed mental health counselors for both individual and group counseling within each building. The district guidance counselors implement portions of the Smart Futures program for career readiness/career guidance in grades K-12. To assist with truancy prevention, the district is linked with the Youth Advocate Program who can implement Justice Works with families. Specifically, students with disabilities, based on IEP team decision, may have been assessed with functional behavior assessments or other informal instruments to help create individual positive behavior support plans. If a student has a positive behavior support plan, it has been created based on data collected by the multidisciplinary evaluation team or IEP team and is individualized for the student. As always, providing the student with positive approaches and incentives to earn reinforcement is always the preferred approach and consequences are implemented as needed, based on these individual plans. The goal for children with PBSPs is to perform the desired replacement behaviors that the team has identified. Students are supported in these situations by their respective special education teacher (this may be an ES, AS, LS, or other designated special education teacher) in conjunction with regular education teachers who follow the plans and potentially, additional support staff, such as social workers, school counselors, the school psychologist, etc.

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.

Yearly, at the start of the academic year, all staff are provided with training/review of de-escalation techniques and responses to behavior that should be implemented prior to engaging in more substantial or physical interventions. Staff are provided with both verbal and written guidelines on how to approach escalating student behavior (these are found in the staff binders every year) as well as the names of additional staff members who can be utilized if a situation approaches the level where it might require immediate intervention. At least 15 individuals, district-wide, are trained and re-certified every year in non-violent crisis intervention (from the CPI Institute) as provided by trained staff of the local IU8.

3. Describe the district positive school wide support programs.

The CTASD employs programs/curricula such as the following within the buildings: Olweus Bullying Prevention Program, Emotional ABC's curriculum, Suite 360, and WIN time (WIN is an acronym for What I Need – this program provides students with a lesson and proactive approach to discipline on an as-needed basis). The district guidance counselors, contracted social worker/licensed mental health professional, and school psychologist are all available to support students with mental health and behavioral health needs.

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

The district contracts with Reaching Educational Achievements with Clinical Mental Health (R.E.A.C.H.) to provide social workers and licensed mental health counselors for both individual and group counseling within each building. There is a total of one full time equivalent school social worker/licensed clinician district wide. This is split between two individuals, one dedicated to each building.

5. Describe the district restraint procedure.

CTASD board policy 113.2 outlines the use of restraint as a last resort in the public school setting. Specifically, restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The special education coordinator or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if: 1. The restraint is used with specific component elements of a Positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Positive Behavior Support Plan includes efforts to eliminate the use of 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 CTASD does not have any students receiving Instruction Conducted in the Home, nor does it have any students awaiting an appropriate educational placement for more than 30 days. CTASD has not had any students with these designations within the past 3 years or more.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU08hearing	Multiple	Full-time (1.0)	04/25/2022 03:31 PM

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.04

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 20
Age Range Justification		FTE %
Students receiving deaf and hearing impaired support are seen individually by the teacher of the hearing impaired.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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IU08vision	Multiple	Full-time (1.0)	04/25/2022 03:29 PM
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Building Name		
Conemaugh Twp Area El Sch		
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
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.04

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MKmiddlehigh	Secondary	Full-time (1.0)	04/25/2022 03:22 PM

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
The youngest student has an age-range waiver indicated in their IEP and agreed to by the team.		0.6

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KRmiddlehigh	Secondary	Full-time (1.0)	04/25/2022 03:16 PM

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Age range waiver is indicated in the oldest student's IEP within present levels.		0.5

Building Name	
Conemaugh Twp Area MS/SHS	
Support Type	
Autistic Support	
Support Sub-Type	
Autistic Support	
Level of Support	Case Load

Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.17

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.15

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SKelem	Elementary	Full-time (1.0)	04/25/2022 03:06 PM

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.12

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.5

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KRspeech	Elementary	Part-time (0.5)	04/25/2022 03:02 PM

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLmiddlehigh	Secondary	Full-time (1.0)	04/25/2022 02:59 PM

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
		0.36

Building Name		
Conemaugh Twp Area MS/SHS		
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	13 to 16
Age Range Justification		FTE %
		0.15

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.25

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
Special education teacher meets individually with students receiving emotional support		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSmiddlehigh	Secondary	Full-time (1.0)	04/25/2022 02:54 PM

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %

	0.32
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Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Special education teacher meets individually with any students who receive emotional support		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AKmiddlehigh	Secondary	Full-time (1.0)	04/25/2022 02:45 PM

Building Name		
Conemaugh Twp Area MS/SHS		
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 14
Age Range Justification		FTE %
		0.22

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.35

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LHspeech	Multiple	Full-time (1.0)	04/25/2022 02:56 PM

Building Name		
Conemaugh Twp Area MS/SHS		
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	Secondary	12 to 20
Age Range Justification		FTE %
Speech is provided in either a 1:1 setting or in small group within the same grade level. Therefore, no one should be beyond a 2 year age span.		0.31

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %

Speech is provided in either a 1:1 setting or in small group within the same grade level. Therefore, no one should be beyond a 2 year age span.	0.62
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ACelem	Elementary	Part-time (0.5)	04/25/2022 02:36 PM

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.05

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.12

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Students meet 1:1 with the special education teacher for emotional support.		0.08

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RPelem	Elementary	Full-time (1.0)	04/25/2022 02:30 PM

Building Name
Conemaugh Twp Area El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %

	0.06
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Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KMelem	Elementary	Full-time (1.0)	04/20/2022 10:02 AM

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
N/A		0.4

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
N/A		0.06

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
N/A		0.04

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 12
Age Range Justification		FTE %
N/A		0.17

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
n/a		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WPe1em	Elementary	Full-time (1.0)	04/20/2022 09:52 AM

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %

n/a	0.08
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Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
n/a		0.2

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
n/a		0.08

Special Education Facilities

Building Name		Room #
Conemaugh Twp Area El Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 38 feet, 0 inches	988sqft	35
Implementation Date		
2022-04-20		
Uploaded Files		
Elementary map.png		

1Assurance Check

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

Building Name		Room #
Conemaugh Twp Area El Sch		114
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 36 feet, 0 inches	936sqft	33
Implementation Date		
2022-04-20		
Uploaded Files		
Elementary map.png		

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	

Building Name		Room #
Conemaugh Twp Area El Sch		120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-04-20		
Uploaded Files		
Elementary map.png		

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	

Building Name		Room #
Conemaugh Twp Area El Sch		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 37 feet, 0 inches	925sqft	33
Implementation Date		
2022-04-20		
Uploaded Files		
Elementary map.png		

4Assurance Check

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

Building Name		Room #
Conemaugh Twp Area El Sch		126
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-04-20		
Uploaded Files		

Elementary map.png

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	

Building Name		Room #
Conemaugh Twp Area El Sch		Speech
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 21 feet, 0 inches	357sqft	12
Implementation Date		
2022-04-20		
Uploaded Files		
Elementary map.png		

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	

Building Name		Room #
Conemaugh Twp Area MS/SHS		112
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 29 feet, 0 inches	609sqft	21
Implementation Date		
2022-04-20		
Uploaded Files		
HS map.pdf		

7Assurance Check

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

Building Name		Room #
Conemaugh Twp Area MS/SHS		118
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 21 feet, 0 inches	798sqft	28
Implementation Date		
2022-04-20		
Uploaded Files		

HS map.pdf

8 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	

Building Name		Room #
Conemaugh Twp Area MS/SHS		119
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-04-20		
Uploaded Files		
HS map.pdf		

9 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	

Building Name		Room #
Conemaugh Twp Area MS/SHS		204
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 14 feet, 0 inches	294sqft	10
Implementation Date		
2022-04-20		
Uploaded Files		
HS map.pdf		

10Assurance Check

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

Building Name		Room #
Conemaugh Twp Area MS/SHS		215
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 21 feet, 0 inches	630sqft	22
Implementation Date		
2022-04-20		
Uploaded Files		

11 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	

Special Education Support Services

12Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	.5	District Wide	District
School Psychologist	.5	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Physical Therapist	.4	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Paraprofessionals	3	Secondary	Contractor
Paraprofessionals	1	Secondary	District
Paraprofessionals	5	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Overview of autism and related community supports for students receiving IBHS			
Lead Person/Position		Year of Training	
Special Education Coordinator/Outside Service provider		22/23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Nonviolent crisis intervention and de-escalation			
Lead Person/Position		Year of Training	
Special Education Coordinator will arrange training with local IU08		22/23, 23/24, 24/25	
Hours Per Training	Number of Sessions	Provider	Audience
3	one per year	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training

CPR/First Aid			
Lead Person/Position			Year of Training
Special Education Coordinator will arrange this training with outside provider			22/23 and 24/25
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Paraprofessionals Other

Description of Training			
Special Education Paraprofessional Training Series - various topics			
Lead Person/Position			Year of Training
Special Education Coordinator will arrange this training with outside provider			22/23, 23/24, and 24/25
Hours Per Training	Number of Sessions	Provider	Audience
1	5	PaTTAN	Paraprofessionals

Transition

Description of Training			
Ensuring Compliant/Best Practices When Developing IEPs for Transition Students			
Lead Person/Position			Year of Training
Special Education Coordinator			23/24
Hours Per Training	Number of Sessions	Provider	Audience
minimum of 5	maximum of 5	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training	
Planning effective literacy instruction utilizing core and supplemental curriculum to meet the needs of all learners	
Lead Person/Position	Year of Training

Curriculum director/Principals		22/23, 23/24, 24/25	
Hours Per Training	Number of Sessions	Provider	Audience
1	Minimum of one per year	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Monthly Local Task Force (LTF) meetings - parents are provided with information related to dates of monthly LTF meetings/trainings. Topics include a variety of information on disabilities, family resources, and legal assistance.			
Lead Person/Position		Year of Training	
Outside community provider		22/23, 23/24, 24/25	
Hours Per Training	Number of Sessions	Provider	Audience
2	minimum of 6 per year	Other	Building Administrators Parents Special Education Teachers Other

IEP Development

Description of Training			
Essentials of IEP Writing			
Lead Person/Position		Year of Training	
PaTTAN consultant		22/23	
Hours Per Training	Number of Sessions	Provider	Audience
15	12	PaTTAN	Special Education Teachers Other

Description of Training			
Overview of the PASA vs. PSSA			
Lead Person/Position		Year of Training	
Special Education coordinator		22/23, 23/24, 24/25	
Hours Per Training	Number of Sessions	Provider	Audience
.5	one per year	District	Special Education Teachers

Description of Training			
Extended School Year services			
Lead Person/Position		Year of Training	
Special Education Coordinator			
Hours Per Training	Number of Sessions	Provider	Audience
.5	one per year	District	Special Education Teachers

Confidentiality

Description of Training			
Overview of HIPAA and FERPA			
Lead Person/Position		Year of Training	
Special Education Coordinator		22/23, 23/24, 24/25	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1 per year	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

			Other
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Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

