

Conemaugh Township Area SD  
**Special Education Plan Report**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

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

## Planning Committee

Name	Role
Nicole Dull	Administrator : Professional Education Special Education Schoolwide Plan
Thomas Kakabar	Administrator : Professional Education Special Education Schoolwide Plan
Jane Jugan	Ed Specialist - School Psychologist : Professional Education Special Education
Katelin Lindrose	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Lisa Style	Elementary School Teacher - Special Education : Special Education Schoolwide Plan
Nicole Dull	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 168

### *Identification Method*

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

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

To determine that a student has a specific learning disability, Conemaugh Township addresses whether the student does not achieve adequately for the student's age or meets State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards. Multiple sources of data are utilized to assist with this determination:

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

The team at CTASD considers whether the child has been responding to scientific, research-based intervention, which includes documentation that the student received high quality instruction in the general education setting, research-based interventions were provided to the student, and the student's progress was regularly monitored. The team also addresses native language to ensure that a language barrier is not contributing to a student's academic difficulties.

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

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

At CTASD, when a child is suspected of having a specific learning disability, the team will ensure that the SLD is not due to lack of appropriate instruction in reading or mathematics by considering that before, or as a part of, the referral process, the child was provided with scientifically-based

instruction in regular education settings. This instruction also must be delivered by qualified personnel, as indicated by observations of routine classroom instruction. Additionally, repeated assessments of achievement will have been conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, and those results will have been provided to the child's parents.

At the elementary level, part of the pre-referral process may be inclusion with instructional support team process. As always, if a parent or teacher requests an evaluation or re-evaluation in writing, proper procedures will be followed.

## *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>

In analyzing the information based on the December 2017 Child Count, the enrollment differences between the state and CTASD are generally unremarkable. CTASD had 17.7% of its population of students identified as in need of special education and/or related services whereas 16.9% of students across the state are receiving some type of special education services.

CTASD is somewhat disproportionate compared to the state enrollment in special education in the areas of autism, intellectual disability, other health impairment, and specific learning disability. A couple of reasons for this disproportionality may include the overall smaller population size of the district (950 total students) and the addition of several students, over the course of the past few years, who have purposefully moved into the district in order to attend specialized classrooms. CTASD will continue to address any significant disproportionality that has been identified by look for trends over the course of several years, looking at the impact of transfer students, and ensuring that the school psychologist and other MDT members are provided with professional development regarding evaluation and the special education process.

Of course, CTASD always follows Child Find procedures to identify any students who may be in need of support services within its jurisdiction. Therefore, CTASD follows all necessary protocol to "find" students who may be in need of special education or related services. To help ensure that referrals and qualifications for special education are appropriate, the district utilizes a form of instructional support prior to referrals at the elementary level (unless a referral has been presented by a parent or teacher in writing). Students who do not achieve the goals set for them or who continue to show a decline in progress typically are referred for possible special education services.

## *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?

**1. *How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?***

Conemaugh Township has demonstrated the ability to identify, place, and fund programs outside of the home school district to students who have an identified need that cannot be 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.

**2. *How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?***

Students who are identified as Section 1306.2 (incarcerated students) are provided with a free and appropriate public education at district expense. The district may contract 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.

**3. *What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?***

Conemaugh Township has investigated any barriers and limitations due to the lack of local programming options available to students and families in the region. The CTASD has and will continue to meet its obligations under Section 1306. Currently, there are no problems or barriers that limit the District's ability to meet its responsibilities under Section 1306.

### ***Incarcerated Students Oversight***

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

The district works closely with both Somerset County and Cambria County probation offices. Through collaboration, both parties work together to ensure cooperation between the systems. The Special Education Coordinator acts as the liaison for the district. Again, students who are identified as Section 1306.2 students and who are incarcerated are eligible for a free, appropriate public

education at public expense in the county prison system. Coordination for this service may be set up between the district and the local intermediate unit.

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

Currently, the CTASD is not a host district for incarcerated students. Should this change in the future, the district would continue to uphold the obligations of Child Find in order to provide FAPE to identified students or protected health services to students with Section 504 plans.

### *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.

***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.***

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

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

Placement outside of the regular education environment for any portion of the day is made only after input and consideration from all of the IEP Team including the student's parents or guardians.

Supplementary aids and services that are provided at Conemaugh Township are unique to each student's needs and identified by the IEP team. These *may include* collaborative supports such as:

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

For students requiring instructional aids and services, supports may include, but are not limited to:

- Use of multiple or differing modalities of instructional presentation
- Test modifications or presentation
- Use of materials in an alternate format, such as presentation in Braille, large format, etc.
- Modified curricular goals as agreed to by the IEP team
- Use of scientifically-based supplementary materials to aid learning
- Repetition of directions, additional examples, preteaching

In the cases where students require modifications or adaptations to the physical environment, supports may include, but are not limited to:

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

- Specialized transportation to meet the physical needs of identified students

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

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

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

Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff. The federal Individuals with Disabilities Education Act (IDEA) and its 2004 amendments, as well as the Gaskin's case make it clear that schools have a duty to educate children with disabilities in general education classrooms. Staff training, continuing education, and ongoing professional development opportunities are available for CTASD employees. Administrators support teachers in inclusive procedures by providing inservice training that addresses teacher-identified needs; employing competent personnel to deliver the training, using a variety of methods, and coordinating the training with other districts or institutions. The administrators also build time into teachers' schedules (seminar time on a daily basis) to allow collaborative problem solving, team meetings, peer coaching sessions, and adaptation of materials.

IU08, PaTTAN, and PDE resources and personnel are utilized to assist the district with inclusion decisions. Specifically, the IU provides trained supervisors in inclusion to the districts on In-Service days as well as for follow up training and advice, as needed. In fact, a high school training was held by the IU8 on December 8, 2017 on the topic of inclusion practices/co-teaching.

Over a period of time the district has hired additional professional staff and aides to assist with students receiving general education with supplementary aids and services. Some of these service providers work within the district but are employees of a contracted company. Maximum inclusion will take place based upon the student's IEP. This includes homeroom, lunch, recess, special area

classes, assemblies and other curricular areas as appropriate and as specified in each individualized education program.

***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.)***

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

At Conemaugh Township, for more than five years, we have received consultation from PaTTAN consultants in both the autistic support classroom (at the elementary school) and at the life skills classroom (at the middle/high school) on a regular basis. Starting in 18/19, consultation occurs at only the middle/high school building. This is due to the fact that no full-time autistic support students remained at CTASD who required intensive ABA support. At the MS/HS, two consultants from PaTTAN provide expertise in this process. Most consultants are Board Certified Associate Behavior Analysts or have extensive experience in ABA-guided instruction for children with autism.

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

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

***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.***

At Conemaugh Township, there are very few students receiving educational services "in other settings" as displayed on the special education data report. In fact, due to small population size (n<10), the number cannot be displayed on the public form. To compare the Commonwealth to

CTASD, during 17/18, 4.9% of students receiving special education services state-wide had services that occur in these specialized settings, outside of the regular school buildings. Conemaugh Township had only 3.7% of students in other settings. Therefore, CTASD is providing the majority of the special education students with educational services in the home district. There is a slight discrepancy between the percentage of students statewide compared to CTASD who receive less than 40% of their services inside of the regular education classroom. At CTASD, this occurs with 11.3% of the special education population (Dec. 2017 PIMS). Statewide, 9.3% of students are educated inside of regular education less than 40% of the time. In looking at December 1, 2018 data that will be submitted for PIMS, students who receive less than 40% of their services inside of regular education will decrease to approximately 7.6%. This is based on the preliminary 12/1/18 submission.

### *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.

#### ***1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).***

The CTASD board policy on behavior support is as follows:

Title Behavior Support Number 113.2 Status Active Adopted April 18, 2000 Last Revised August 20, 2013

#### **Purpose**

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. [\[1\]](#)[\[2\]](#)[\[31\]](#)[\[4\]](#)[\[28\]](#)

#### **Authority**

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to

develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.[\[1\]](#)[\[31\]](#)[\[32\]](#)[\[28\]](#)[\[29\]](#)[\[30\]](#)[\[9\]](#)[\[10\]](#)[\[11\]](#)

### **Definitions**

The following terms shall have these meanings, unless the context clearly indicates otherwise.[\[1\]](#)

#### **Aversive techniques**

- deliberate activities designed to establish a negative association with a specific behavior.

#### **Behavior support**

- development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

#### **Behavior Support Plan or Behavior Intervention Plan**

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plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

#### **Positive techniques**

- methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

#### **Restraints**

- application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

#### **Seclusion**

- confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

#### **Students with disabilities**

- school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

### **Delegation of Responsibility**

The Executive Director or designee is responsible for programs that are solely operated by Appalachia IU (e.g., preschool).

Individual school district Superintendents, in conjunction with the Appalachia Intermediate Unit 8 Executive Director, are responsible for ensuring that:

1. Agreed upon behavior support plans within IEPs for students are implemented in a consistent manner.
2. This policy is implemented in compliance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy. The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

### **Guidelines**

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.[\[1\]\[28\]](#) When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

#### **Physical Restraints**

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[\[1\]](#)

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[\[1\]](#) The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:[\[1\]](#)

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. Behavior Support Plan includes efforts to eliminate the use of restraints.

#### Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[\[1\]](#)

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

#### Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[\[1\]](#)

#### Aversive Techniques

Following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[\[1\]](#)

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.[\[12\]](#)
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

#### Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and

techniques defined in the student's Behavior Support

Plan.[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[1\]](#)[\[32\]](#)[\[20\]](#)[\[21\]](#)[\[9\]](#)[\[10\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.[\[17\]](#)[\[1\]](#)[\[11\]](#)

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.[\[1\]](#)

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.[\[17\]](#)[\[1\]](#)

#### Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.[\[17\]](#)[\[19\]](#)[\[9\]](#)[\[27\]](#)

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.[\[17\]](#)[\[19\]](#)[\[1\]](#)[\[9\]](#)[\[27\]](#)

Legal [1. 22 PA Code 14.133](#) [2. 22 PA Code 14.145](#) [4. 34 CFR 300.114](#) 9. Pol. 113 10. Pol. 113.1 11. Pol. 113.3 [12. 22 PA Code 14.143](#) [13. 24 P.S. 1302.1-A](#) [14. 22 PA Code 10.2](#) [15. 22 PA Code 10.21](#) [16. 22 PA Code 10.22](#) [17. 22 PA Code 10.23](#) [18. 22 PA Code 10.25](#) [19. 22 PA Code 14.104](#) [20. 34 CFR 300.535](#) 21. Pol. 103.1 22. Pol. 218 23. Pol. 218.1 24. Pol. 218.2 25. Pol. 222 26. Pol. 227 27. Pol. 805.1 [28. 34 CFR 300.324](#) [29. 34 CFR 300.34](#) [30. 34 CFR 300.530](#) [31. 20 U.S.C. 1414](#) [32. 20 U.S.C. 1415](#) [24 P.S. 1303-A](#) [20 U.S.C. 1400 et seq](#) [34 CFR Part 300 Pennsylvania Training and Technical Assistance Network \(PaTTAN\), Questions and Answers on the Restraint Reporting Requirements and System, June 2009](#)

## ***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.***

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

The Olweus Bullying Prevention has been used within the district.

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

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

Additional resources for behavioral support at Conemaugh Township would include:

- Drug Awareness Programs
- Crisis prevention and behavior intervention training
- CARE team at the high school and STACK team at the elementary (both are SAP teams)
- IST (Instructional Support Team) - elementary school
- Bucket filler program at the elementary to recognize positive behaviors of students
- Special education issues and compliance training
- Consultation and collaboration with local wrap around agencies supporting students in the district's schools
- Contracting with the AIU8 for social worker support as a link between the school and home settings
- CTASD website information providing links to community counseling opportunities
- "Report a Bully" online prevention program, including a Township Hotline for reporting
- Implementation of a trial "mindfulness" program (as supported by IU08 social work) with kindergarten students during the winter of 2018.

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

At CTASD, it is our goal that students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others.

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

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

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

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

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

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

***3. If the district also has School-Based Behavioral Health Services, please discuss it.***

The school district contracts with ACRP for school-based behavioral health services. Services are provided by a therapist at both the elementary and middle school/high school settings. These services are available for special education and regular education students. The ACRP therapist meets on a scheduled basis with identified clients/students in the public school building during the regular school day. The therapist may act as a liaison between the school and home setting through providing therapeutic recommendations to parents or guardians. The therapist may be asked to attend meetings (such as IEP meetings) for identified clients. In this manner, the therapist is seen as a vital part of the student's "team" and as a clear and important support to the student, family, and school. Beyond the individual services, the school-based therapist may offer staff information about community-based programs that would be supportive to particular students or identified needs.

### ***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.

***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.***

The Conemaugh Township Area School District focuses extensively on interagency collaboration. Through the resources of the IU08, all available resources are utilized on an on-going basis. The IU08 provides a yearly booklet to districts listing all available programs, services, and personnel. This greatly enhances accessibility to the services and staff for the district. Other collaboration occurs through the following organizations: Somerset/Bedford DBHS, Children and Youth Services, Somerset Aid Home, Pressley Ridge, Twin Lakes Center, The Bradley Center, Southwood Residential, Children's Behavioral Health programs, among others.

In a situation where there is a hard to place student the IEP team will meet and collaborate to determine the most appropriate placement to meet the student's needs. Extreme needs will be met through additional communication and collaboration with outside agencies through a CASSP meeting. Additionally, an intervention specialist from the IU08 may be brought in to assist the team with programming and placement.

***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.***

Successful programs within the district have included the life skills/autistic program at the high school/middle school as well as additional life skills opportunities at the elementary level. The success of these programs is evident with the inclusion of several non-district students within the classroom (during previous years). There have been multiple visitors from throughout the Commonwealth come to observe the best practices which are part of the day to day operation of the classrooms. Parents from out-of-the-district have inquired about sending their children to these classes. Our learning support and emotional support services are well established. Conemaugh Township's speech program at the itinerant level is highly regarded by professional staff, administration, and parents. Students receiving services from the Intermediate Unit, such as multiple disabilities support, some needing life skills support (early elementary or ages 18-21), blind and vision support, and hearing support have been well served with this ongoing partnership. Contracted services from CAMCO have also been highly regarded as well. Students who may require support beyond the services available within the district may be served through a cooperative agreement with a neighboring district or other local agencies that may provide the type of support that the student requires.

***3. Discuss any expansion of the continuum of services planned during the life of this plan.***

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

# Assurances

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## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Westmont Hilltop High School	Neighboring School Districts	Multiple Disability Support	2
Pressley Ridge Day School - Licensed Private Academic School	Other	Full time emotional or autistic support	3
Forest Hills Elementary School	Neighboring School Districts	Life Skills support	1
Central Cambria School District	Neighboring School Districts	Group home located in this district, Autistic and Life Skills support	2
Bloomfield Apartment program - IU08	Other	Life Skills support	2
Chartiers Valley School District/Southwood School	Special Education Centers	Learning and Emotional Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 27, 2018

*Reason for the proposed change:* Yearly update

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	0.25
Locations:				
Conemaugh Township Area 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	Life Skills Support	6 to 9	2	0.1
Justification: Teacher provides 1:1 emotional support to students or within small groups within the same age				

range.				
Locations:				
Conemaugh Township Area 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	7 to 9	2	0.08
Locations:				
Conemaugh Township Area School District	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%)	Life Skills Support	7 to 10	5	0.25
Locations:				
Conemaugh Township Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	2	0.16
Locations:				
Conemaugh Township	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	7 to 10	2	0.16
Locations:				
Conemaugh Township	An Elementary School Building	A building in which General Education programs are operated		

## Program Position #2

*Operator:* School District

### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 27, 2018

*Reason for the proposed change:* Other teacher will assume full time LS, if needed.

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	4	0.2
Locations:				
Conemaugh Township 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	Learning Support	9 to 12	15	0.3
Locations:				
Conemaugh Township Area 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	Emotional Support	9 to 12	8	0.17
Locations:				
Conemaugh Township Area 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	Autistic Support	9 to 12	4	0.33
Locations:				
Conemaugh Township Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 17, 2015*Reason for the proposed change:* Updated information for special education plan.

BL

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	7	0.35
Locations:				
Conemaugh Township Area 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 8	10	0.2
Locations:				
Conemaugh Township Area 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	Emotional Support	5 to 8	6	0.12
Locations:				
Conemaugh Township Area 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	Autistic Support	5 to 8	4	0.33
Locations:				
Conemaugh Township Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018

*Reason for the proposed change:* Changing from full time AS to a variety of supports.  
There are no students in the building requiring full time AS at this time.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	2	0.1
Locations:				
Conemaugh Township 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	6 to 9	14	0.28
Locations:				
Conemaugh Township 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	Emotional Support	6 to 12	10	0.2
Justification: Teacher will meet with ES students individually, therefore 3 year age range limit does not apply.				
Locations:				
Conemaugh Township 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	Autistic Support	6 to 12	5	0.42
Justification: Teacher will meet with AS students individually, therefore age range variance is not an issue.				
Locations:				
Conemaugh Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 23, 2017

*Reason for the proposed change:* Updated caseloads for special education plan.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	47	0.72
Justification: Speech/language therapist meets with students individually or within small group within a similar age range.				
Locations:				
Conemaugh Township Area 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	Speech and Language Support	12 to 20	18	0.28
Justification: Speech/language therapist meets with students individually or within age appropriate age span for groups during sessions.				
Locations:				

Conemaugh Township Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Another teacher will be doing ES itinerant at the MS/HS.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 21	5	0.33
Justification: Justification related to age range differences is indicated within students' IEPs.				
Locations:				
Conemaugh Township Area Middle/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	13 to 20	2	0.17
Justification: Teacher meets with students individually to provide services.				
Locations:				
Conemaugh Township Area Middle/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%)	Life Skills Support	13 to 20	10	0.5
Justification: Age range variance is justified in each student's IEP, when necessary.				
Locations:				
Conemaugh Township Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 23, 2017*Reason for the proposed change:* Updated information for special education plan.  
CD**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	0.24
Locations:				
Conemaugh Township Area Middle	A Middle 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	12 to 15	5	0.25
Locations:				
Conemaugh Township Area Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	2	0.17
Locations:				
Conemaugh Township Area Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	8	0.34
Locations:				
Conemaugh Township Area Middle	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Teacher is assuming some of the LSS caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	20	0.4
Locations:				
Conemaugh Township High School	A 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	16 to 20	2	0.1
Locations:				
Conemaugh Township Area High School	A 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	16 to 20	3	0.06
Locations:				
Conemaugh Township High School	A 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	16 to 20	1	0.09
Locations:				
Conemaugh Township	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	Life Skills Support	13 to 17	7	0.35
Locations:				
Conemaugh Township	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 23, 2017*Reason for the proposed change:* Updated information for special education plan.

HL

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	16	0.32
Locations:				
Conemaugh Township Area Middle/High	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 16	7	0.35
Locations:				
Conemaugh Township Area Middle/High	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	13 to 16	2	0.17
Locations:				
Conemaugh Township Area Middle/High	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	13 to 16	8	0.16
Locations:				
Conemaugh Township Area Middle/High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 23, 2017*Reason for the proposed change:* Updated information for special education plan.

KBeb

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				

Conemaugh Township Area High	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25
Locations:				
Conemaugh Township Area High	A 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	14 to 17	2	0.16
Locations:				
Conemaugh Township Area High School	A 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	14 to 17	9	0.18
Locations:				
Conemaugh Township Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #11

*Operator:* Intermediate Unit

##### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 26, 2019

*Reason for the proposed change:* Adjusted caseload/separated blind and hearing supports into two separate programs.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 10	4	0.2
Locations:				
Conemaugh Township Area 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	Blind or Visually Impaired Support	12 to 18	3	0.2
Justification: Teacher provides 1:1 services to students with blindness or visual impairments.				
Locations:				
Conemaugh Township Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

#### Program Position #12

*Operator:* School District

##### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 25, 2014

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	15	0.23
Justification: Itinerant speech/language services are provided individually or in a small group format grouped by age. Therefore, no students are grouped with others greater than a 3 year age difference.				
Locations:				
Conemaugh Township Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 9	1	0.1
Locations:				
CT 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	Deaf and Hearing Impaired Support	12 to 18	7	0.2
Justification: Students receive individual services.				
Locations:				
CTHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township Elementary School	1
School District Aide	Conemaugh Township Elementary School	1
School District Aide/Special Education	Conemaugh Township High School / Middle School	1
School District Aide/Special Education	Conemaugh Township High School / Middle School	1
School District Aide/Special	Conemaugh Township High School / Middle	1

Education	School	
Personal Care Aide	Westmont High School MDS Class	1
School Psychologist	Conemaugh Township Area School District	0.5
Special Education Coordinator	Conemaugh Township Area School District	0.5
School District Aide	Conemaugh Township Area Elementary	1
Special Education Aide/Braille	CTHS	1
Regular education aide	CTHS	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
CAMCO Inc. - Occupational Therapy	Outside Contractor	40 Hours
CAMCO Inc. - Physical Therapy	Outside Contractor	24 Hours
Intermediate Unit 8 - Social Work	Intermediate Unit	24 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<p><b>Description</b></p>	<p>AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. Personnel will receive both in-service and out of district training. Training sessions will include, but is not limited to Crisis Prevention and Intervention techniques, CPR, I.D.E.A. compliance, AED, and First Aid training, behavior management techniques, recent autism intervention techniques, Special Education Issues and Compliance Topics, etc. Special education staff are provided with a list of on-going trainings provided by the IU08 or PaTTAN regarding autism and other disabilities. Staff have the opportunity to take advantage of trainings that pertain to their individual student population. Professional development of this type is always supported by the school district.</p> <p>Trainings will continue to be led by PATTAN, the special education coordinator, IU8 supervisors, the autistic/life skills support teachers, or other related service providers.</p> <p>Continuing through 2019-20 and potentially into future years, Conemaugh Township will most likely be supported by the autism initiative in Pennsylvania and receive support via the consultants at PaTTAN for the students who receive a portion of their instruction from the autistic support teacher at the Middle/High School. As this is a very structured process, Conemaugh Township would like to continue to progress with the process, continuing to employ the practices and procedures of the autism initiative during the course of the three year plan. As a new teacher has begun to participate in this initiative, <b>the district goal is for improvement of at least 3% from the pre to post site reviews conducted by PaTTAN each year.</b></p>
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<b>Person Responsible</b>	Jane Jugan
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	5
<b>Provider</b>	PATTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Knowledge gain will involve the implementation of procedures and best practices based on PaTTAN's ABA/Autism initiative.
<b>Research &amp; Best Practices Base</b>	According to the PATTAN website, the goal of PATTAN's Autism Initiative ABA Supports efforts is to assist teams in delivering evidence based interventions for children with autism. This is research based with clearly defined performance standards, reliable progress monitoring, procedural descriptions of instructional practices, and teacher responsiveness to student progress within a well-sequenced list of skills targeted for instruction. ABA and effective instruction are highly intertwined. Applied Behavior Analysis is a systematic process focusing on behavior, or a person's observable and measurable actions. ABA typically utilizes methods of measuring behavior and the antecedent and consequent events that correlate with responses from individuals.
<b>For classroom teachers, school counselors and education specialists</b>	<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>

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Pre and post site reviews conducted by PATTAN
<b>Evaluation Methods</b>	The district goal is for improvement of at least 3% from the pre to post site reviews conducted by PATTAN each year.

## Behavior Support

<b>Description</b>	<p>Students with positive behavior support plans will be included and integrated in the regular education environment as much as possible with supports and aids provided by the IEP team. District will employ a variety of methods using positive behavior interventions and supports (PBIS).</p> <p>The team will meet to discuss the appropriate supports that should be provided such as positive reinforcement and focusing on the student's preferred motivators. Those working with the students will focus on identifying antecedents to problem behaviors, what the behavior looks like, and consequences for the problem behavior.</p> <p>Some district teachers attend IU sponsored ES/AS behavior support trainings</p>
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	<p>or specialized trainings provided by PaTTAN focusing on positive behavior support.</p> <p>Continual topics that <b><i>may be chosen</i></b> for team development and training include the following:</p> <ol style="list-style-type: none"> <li>1. Positive Behavior and Assistive Technology</li> <li>2. Functional Behavior Assessment</li> <li>3. Strategies for Diffusing Potential Behavior Problems</li> <li>4. Positive Behavior Intervention and Support Planning</li> <li>5. Applied Behavior Analysis</li> <li>6. Non-violent Crisis Intervention and Prevention including Verbal De-escalation strategies (this occurs yearly and is provided by the Intermediate Unit 08)</li> <li>7. School-wide positive behavior support</li> <li>8. Local IU School Psychology and Coordinator meetings focusing on collaboration with the IU08 behavior support consultants</li> </ol> <p>Evidence can be gathered for implementation through the behavior plans that will be developed by professional staff in the district.</p> <p>Trainings on behavior support, such as the one conducted by the IU08 for parents in the CTASD in the past, will be scheduled at least once during the three year plan.</p> <p><b>The district goal is for there to be three or less incidents of physical non-violent crisis intervention procedures used per year with special education students.</b></p>
<b>Person Responsible</b>	Jane Jugan
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	4

<b># of Participants Per Session</b>	30
<b>Provider</b>	IU08, PaTTAN, and various district and 3rd party providers
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will be provided with a variety of tools to utilize regarding positive behavioral management within the schools. They will be aware of research-based practices that have been successful, effective communication strategies to use with students and families, strategies to diffuse escalated situations, and crisis response procedures.
<b>Research &amp; Best Practices Base</b>	According to PATTAN, the use of Positive Behavior Interventions and Supports (PBIS) is a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p>

	<p>School counselors  Paraprofessional  New Staff  Other educational specialists  Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Staff feedback/survey on positive behavior supports</p>
<b>Evaluation Methods</b>	<p>The district goal is for there to be three or less incidents of physical non-violent crisis intervention procedures used per year with special education students.</p>

## Paraprofessional

<b>Description</b>	<p>Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs. A minimum of 20 hours of in-service hours are available to the paraprofessionals hired by Conemaugh Township or contracted to work at CTASD on a yearly basis. Training sessions may include paraprofessionals in all buildings, specific buildings or to individuals based on specific needs relevant to their position. Topics include but are not limited to Crisis Prevention and Intervention techniques, CPR, IDEA compliance, AED, and First Aid training, PSSA/PASA training, behavior management techniques, autism interventions, etc. Paraprofessionals needing specific training designed to parallel the needs of the student will continue to be offered by the district and/or related providers.</p> <p>Evidence that this action step has been implemented will be demonstrated through the documented time sheets completed by each paraprofessional, meetings with the paraprofessionals by the special education coordinator or building principal, and other training documentation. <b>The district goal is for each paraprofessional to maintain 20 hours of professional development per</b></p>
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	year.
<b>Person Responsible</b>	Jane Jugan
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	15
<b>Provider</b>	IU08, PaTTAN, and various district and 3rd party providers
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>PATTAN provides a Special Education Paraprofessional Training Series that is available online. Trainings provide practical information regarding educational methods and resources to special education paraprofessionals working with students in a variety of educational settings.</p> <p>Paraprofessionals can choose to utilize trainings from PATTAN, attend school-sponsored trainings related to job assignments, or participate in other supervisor approved training.</p>
<b>Research &amp; Best Practices Base</b>	<p>Training sessions will assist special education paraprofessionals to gain knowledge related to the standards for paraprofessionals. These trainings focus on research based strategies and best practices for educators and paraprofessionals. Pennsylvania requires all paraprofessionals to maintain 20 hours of professional development per year.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and</p>

	community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Online-Asynchronous Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Evidence that this action step has been implemented will be demonstrated through the documented time sheets completed by each paraprofessional, meetings with the paraprofessionals by the special education coordinator or building principal, and other training documentation.
<b>Evaluation Methods</b>	The district goal is for each paraprofessional to maintain 20 hours of professional development per year.

## Reading

<b>Description</b>	Topic: Reading-Across Building Curriculum Development and Alignment  Teachers and administrators meet across grade levels and across buildings to review completed planned instruction aligned with math, reading, and science curriculum with respect to the Common Core Standards and applicable
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	<p>Keystone Exams for the district.</p> <p>Teachers also meet to discuss relevant student progress and assessments that are beneficial to the student body.</p> <p>During 18/19, the district administrators are enrolled in a PIL course focusing on co-teaching. Of course, some of this content area of this training relates to co-teaching and best practices for reading. The IU08 has been conducting the co-teaching trainings for the administrative staff.</p> <p>Curriculum meetings and data teams will review planned instruction and resulting assessment data through the life of the plan.</p> <p><b>The district would like to see at least 1% growth in proficiency or advancement from state assessments over the course of each of the next three years of the plan. The growth level is set at 1% per year as the district reading proficiency levels are already quite high compared to the state average (Elementary - 77.5%, Middle/High School - 72.9%, state average - 63).</b></p>
<b>Person Responsible</b>	Administrative team
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	1
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	30
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers and staff will gain knowledge related to research based, scientifically effective instruction in the area of reading. Additionally, they will analyze the impact of instruction based on student assessment data (PSSA).
<b>Research &amp; Best Practices Base</b>	According to PDE, PVAAS is just one of the tools used in districts with Pennsylvania. Districts, schools and teachers are using PVAAS (growth data), in conjunction with achievement data, to make sure students are on the path to proficiency and beyond. Utilizing all the data available (growth

	and achievement), educators are able to make data-informed instructional decisions to ensure the academic growth and achievement of all students.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	<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> <p>Other educational specialists</p>
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	<p>Analysis and possible changes to instructional methods based on the review of data.</p>

<b>Evaluation Methods</b>	<p>Student PSSA data</p> <p>The district would like to see at least 1% growth in proficiency or advancement from state assessments over the course of each of the next three years of the plan. The growth level is set at 1% per year as the district reading proficiency levels are already quite high compared to the state average (Elementary - 77.5%, Middle/High School - 72.9%, state average - 63).</p>

## Transition

<b>Description</b>	<p>TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult living. Training and advice is solicited with the IU08 input and occurs during the school year to keep the district up to date with the latest techniques, methods and laws regarding transition services. Conemaugh Township has provided all transition services for its students for those students who are eligible and of age.</p> <p>Currently, in the 2018-19 school year, two students are employed competitively during the day as part of their transition services. Previously, the goal for the LEA was to have at least one of its students, age 18 or older, working in some type of capacity during the school day for training or volunteer experience. This goal has been accomplished. Every year, there has been at least one student identified with significant special education needs, working and supported for through their IEPs.</p> <p>Most recently, in November 2018, the district had approximately five families attend a "Transition Fair" as organized by a neighboring district. At times, both parents and staff are being provided with training on transition for special education students.</p> <p>Evidence that this action step will be implemented and demonstrated through ongoing professional development including Indicator 13 mandatory training and other professional development opportunities in the district. The LEA will work with the IU08, PaTTAN and PDE to continue with the transition initiatives, focusing on student-centered input as part of the IEPs. This would be a valuable asset to the students and families.</p> <p>The district goal is to increase competitive employment placements of low</p>
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	incident students by 1% for each year of the plan.
<b>Person Responsible</b>	Jane Jugan
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	2
<b># of Participants Per Session</b>	8
<b>Provider</b>	Intermediate Unit 8
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	With on-going training, staff will continually develop their knowledge base and refine their skills related to secondary transition through student IEPs as a way to guide students, families, educators, and service providers as the students prepare to enter life after high school.
<b>Research &amp; Best Practices Base</b>	According to PDE and PATTAN, secondary transition is the process of preparing students for adult life after they leave high school. Transition planning begins at age 14, or younger if determined appropriate by the IEP team, as students consider their goals for the time after graduation through career awareness exploration activities. The transition process continues through high school as academic instruction and community experiences help clarify and support students' goals. The entire process is based on individual student's needs, taking into account each student's strengths, preferences, and interests. Indicator 13 is the basis for effective and compliant secondary transition practices.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.

<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Discussion/feedback with staff during regularly scheduled special education department meetings
<b>Evaluation Methods</b>	The district goal is to increase competitive employment placements of low incident students by 1% for each year of the plan.

# Special Education Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*