

Profile and Plan Essentials

LEA Name		AUN
Conemaugh Township Area SD		108561803
Address 1		
300 West Campus Avenue		
Address 2		
PO Box 407		
City	State	Zip
Davidsville	PA	15928
Director of Special Education Name		
Jane Jugan		
Director of Special Education Email		
jane.jugan@ctasd.org		
Director of Special Education Phone Number		Director of Special Education Ext
8144794080		3758
Chief Administrator Name		
Mrs. Nicole Dull		
Chief Administrator Email		
nicole.dull@ctasd.org		

Special Education Students

Total Number of Students Receiving Special Education 170

School District Total Student Enrollment 875

Percent of Students Receiving Special Education 19.4

Steering Committee

Name	Position/Role	Building	Email
Nicole Dull	Superintendent	Conemaugh Township Area SD	nicole.dull@ctasd.org
Jane Jugan	Other	Conemaugh Township Area SD	jane.jugan@ctasd.org
Ashley Kopp	Special Education Teacher	Conemaugh Twp Area MS/SHS	ashley.kopp@ctasd.org
Alyshia Mock	General Education Teacher	Conemaugh Twp Area El Sch	alyshia.mock@ctasd.org
Bethany Spengler	General Education Teacher	Conemaugh Twp Area MS/SHS	bethany.spengler@ctasd.org
Samantha Rosa	Building Principal	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
Korinne May	Special Education Teacher	Conemaugh Twp Area El Sch	korinne.may@ctasd.org
Kathryn Williams	Parent	Conemaugh Twp Area El Sch	kathryn.williams@ctasd.org
Kimberly Garman	Parent	Conemaugh Township Area SD	kimberly.garman@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)

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. Currently, for the 24/25 school year, the CTASD and relevant educational staff are participating in Indicator 13 training with the AIU08. Staff utilize support from the consultant at the AIU08 who is assigned to Indicator 13 for support and recommendations.

The CTASD special education coordinator met with each of the high school special education teachers and the AIU08 consultant, Mr. Theys, on 11/19/24 to review Indicator 13 and student IEPs.

The CTASD teachers of transition aged students participated in the Jolt.edu course specific to Indicator 13 during the fall of 2024. This interactive training was approximately 6 hours for each instructor.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity

Our district met the targets for performance in all areas except for 4th grade ELA and math during 22/23. The district will investigate additional tools, using support from the curriculum director, to help bridge that gap for our students who would now be in grade six.

The district will explore the use of IXL as a tool that will target specific learning gap areas for individual students.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

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 continues to not host or have a 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. Students who are identified as Section 1306.2 (incarcerated students) are provided with a free and appropriate public education at district expense. If the student is receiving regular education services at the time of incarceration, the district would continue to explore the realm of Child Find as it may apply to the student(s). The district may contract with the Appalachia Intermediate Unit 08 (or other agency of the student's residence) 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.

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, building level school counselor, or other designed LEA representative 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 school counselors, principals, or teachers to participate in meetings to ensure a smooth transition back to the public school. In the past, the CTASD has had students in a situation where a host district has been providing educational services. In these cases, with collaboration from the host district, CTASD participates in any or all meetings regarding the student, including potential meetings involving discharge or relocation back to the home district (CTASD). This will help ensure that the student is set up for a successful transition back to CTASD, including the provision of any current or newly identified supplementary aids and services that the student may need. Please note - if a student in this situation is older than 14, communication will be made between the 1306 facility, student, and parents/guardians, to ensure that the student is aware that the district is a participant.

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 most recent data for Least Restrictive Environment. Highlight areas of improvement.**

From the 2022-23 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 (62.4% target; 64.3% 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 (9.6% target; 7.6% Conemaugh Township Area – this is an area in which a lower percentage is preferable). The district was also below the SPP target (4.8% target; 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 the 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, the social worker/therapist, 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). The Botvin curriculum is utilized at the middle/high school and taught as a scheduled course. 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 school 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 quasi 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. For students with disabilities, the goal is always to try and instruct the students in general education to the greatest extent possible. As such, the IEP teams regularly review the collaborative, instructional, physical, and social-behavioral needs of the students to determine the supplementary aids and services that are needed in order to ensure FAPE in the least restrictive environment. The district employs 13 paraprofessionals district wide. Additionally, three Americorps workers are contracted to work in the district. There are two devoted Title I teachers at the elementary building. There are two REACH support staff for counseling/social work needs. 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. The district also provides nursing support for students when they are on community based instruction experiences. These are specific and unique supplementary aids and services that have been provided to selected students based on recommendations by the IEP team. Other general supplementary aids and services that are discussed as possibilities for every identified student include those specific to collaborative supports, such as professional or parental collaboration and co-planning time; instructional supports, like test modification and alternative materials (e.g. enlarged materials or Braille); physical supports, such as specific seating arrangements or equipment selected to target sensory needs (noise-canceling headphones, classroom amplification systems); and a range of social-behavioral supports, including peer buddy systems, individualized behavior support plans, and social skills instruction. The IEP teams discuss the range of supplementary aids and services at each IEP team meeting, using data and evidence to collaboratively decide upon the tools that will best meet each student's needs.
5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

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, every spring the district holds an elementary reading night. This event typically has participation of more than 75% 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. In fact, students from all over the area attend the event. If a child is placed in a private institution at a great distance away from their home, the family would continue to receive communication from CTASD about local events, extracurricular activities, etc. providing the family does not elect to temporarily suspend local district notifications.

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 22/23, 64.3% of CTASD special education students were included in regular education 80% of the time or more while 61.6% of statewide 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 support for hearing or vision needs, full-time emotional support, full-time autistic support, or life skills support (for ages 18-21). As of November 2024, the district only had seven identified students in full-time placements as decided by the IEP team (this does not include life skills support for students beyond grade 12).

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
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	3
ACRP Center for Achievement	Licensed Private Academic		ACRP	Autistic Support	2

Soaring Heights School	Licensed Private Academic		Soaring Heights	Emotional Support	2
GJCTC apartment program	Other	Life skills classroom for students beyond grade 12	GJCTC	Life Skills Support	2

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 beginning 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 13 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, Botvin Life Skills, 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 school 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 are now a total of two full time equivalent school social workers/licensed clinicians district wide. CTASD has increased this position by 100% since the last time this plan was written.

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 currently 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 5 years or more. For any students receiving homebound instruction or instruction in the home, the school district will review the documentation received by the physician (in terms of medical homebound) and the IEP team determination (including evaluation information) for the possibility of instruction in the home. If either homebound or instruction in the home are determined to be the student's most appropriate placement, this will be reflected in the IEP and the student will be reported to the "Special Education Students at Home" website as mandated by PDE. For students receiving homebound instruction, the instruction should not be provided for more than three months, unless an extension has been submitted and it has been properly reviewed/approved at the state level.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ac2elem	Elementary	Full-time (1.0)	01/13/2025 11:12 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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
n/a		0.17

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.25

Building Name		
Conemaugh Twp Area El Sch		

Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.25

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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
n/a		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JMmiddlehigh	Secondary	Full-time (1.0)	01/13/2025 11:00 AM

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)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.08

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)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.12

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%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.65

Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KRspeech	Elementary	Part-time (0.5)	01/13/2025 11:01 AM

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)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Students receive support individually or in groups within the same age range.		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AKmiddlehigh	Secondary	Full-time (1.0)	01/13/2025 11:02 AM

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)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
No nee for age range waiver.		0.14

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%)		10
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.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RPelem	Elementary	Full-time (1.0)	01/13/2025 11:03 AM

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)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

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

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	9 to 11
Age Range Justification		FTE %
		0.08

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%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
N/A		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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KGmiddlehigh	Secondary	Full-time (1.0)	01/13/2025 11:03 AM
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Building Name		
Conemaugh Twp Area MS/SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.12

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	14 to 16
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	15 to 15
Age Range Justification		FTE %
		0.07

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)		3
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.		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU08hearing	Multiple	Part-time (0.5)	01/13/2025 11:03 AM

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)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
N/A		0.02

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
HLmiddlehigh	Secondary	Full-time (1.0)	01/13/2025 11:05 AM

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)	15

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
N/A - age range is within state guidelines of four years.		0.3

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)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.08

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	13 to 17
Age Range Justification		FTE %
Special education teacher meets individually with students receiving emotional support		0.06

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

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.05

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 16
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AUspeech	Multiple	Full-time (1.0)	01/13/2025 11:05 AM

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)		44
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.		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KMelem	Elementary	Full-time (1.0)	01/13/2025 11:06 AM

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	9 to 11
Age Range Justification		FTE %
N/A		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	10 to 12
Age Range Justification		FTE %
N/A		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)		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
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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SKelem	Elementary	Full-time (1.0)	01/13/2025 11:10 AM

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	7 to 9
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	7 to 9
Age Range Justification		FTE %
		0.06

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU08vision	Multiple	Part-time (0.5)	01/13/2025 11:11 AM

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)	1

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.02

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)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 19
Age Range Justification		FTE %
Students are seen individually.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JSmiddlehigh	Secondary	Full-time (1.0)	01/13/2025 11:11 AM

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	16 to 19

Age Range Justification	FTE %
	0.17

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)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.64

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	16 to 19
Age Range Justification		FTE %
Special education teacher meets individually with any students who receive emotional support.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WP2elem	Elementary	Full-time (1.0)	01/13/2025 11:12 AM

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)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.1

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	5 to 8
Age Range Justification		FTE %
Students meet 1:1 with the special education teacher for emotional support.		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	6 to 8
Age Range Justification		FTE %
		0.17

Building Name		
Conemaugh Twp Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.15

Special Education Facilities

Building Name		Room #
Conemaugh Twp Area El Sch		126
School Building		Building Description
		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		

1Assurance Check

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

Building Name		Room #
Conemaugh Twp Area El Sch		114
School Building		Building Description
		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		

2Assurance Check

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

Building Name		Room #
Conemaugh Twp Area El Sch		172
School Building		Building Description
		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		
2024-08-19		
Uploaded Files		
Elementary map_970df075.png		

3Assurance Check

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

Building Name		Room #
Conemaugh Twp Area MS/SHS		118
School Building		Building Description
		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		

4Assurance Check

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

Building Name		Room #
Conemaugh Twp Area MS/SHS		215
School Building		Building Description
		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
HS map.pdf

5Assurance Check

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

Building Name		Room #
Conemaugh Twp Area El Sch		120
School Building		Building Description
		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		

6Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Conemaugh Twp Area MS/SHS		119
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Conemaugh Twp Area El Sch		Speech
School Building		Building Description
		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

8Assurance Check

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

Building Name		Room #
Conemaugh Twp Area El Sch		109
School Building		Building Description
		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		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Conemaugh Twp Area El Sch		121
School Building		Building Description
		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		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Conemaugh Twp Area MS/SHS		112
School Building		Building Description
		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		

11Assurance Check

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

Building Name		Room #
Conemaugh Twp Area MS/SHS		204
School Building		Building Description
		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		

12Assurance Check

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

Special Education Support Services

13Special 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	2	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Paraprofessionals	4	Secondary	Contractor
Paraprofessionals	1	Secondary	District
Paraprofessionals	7	Elementary	Contractor
Paraprofessionals	1	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Overview of autism and community supports for students receiving IBHS			
Lead Person/Position		Year of Training	
Special Education Coordinator/Outside Service provider		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Services and supports for students with autism (such as assistive technology, sign language, speech/language support, sensory support)			
Lead Person/Position		Year of Training	
Special education Coordinator/District special education or speech and language teachers		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	District	General Education Teachers Parents Paraprofessionals

Description of Training
Appalachia IU08 AS/ES networking sessions

Lead Person/Position		Year of Training	
Appalachia IU08 consultant		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	Intermediate Unit	Special Education Teachers Other

Positive Behavior Support

Description of Training			
Nonviolent crisis intervention and de-escalation refresher training			
Lead Person/Position		Year of Training	
Special Education Coordinator will arrange training with local IU08		2025	
		2026	
		2027	
		2028	
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

Description of Training	
Trauma informed care - this training provides background on students with trauma and how their behaviors may manifest in the school setting	
Lead Person/Position	Year of Training

PA commission on crime and delinquency - online training		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Student Assistance Program training			
Lead Person/Position		Year of Training	
Other - staff involved at St. Vincent for SAP		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
10	1	Other	Building Administrators General Education Teachers Special Education Teachers

Paraprofessional

Description of Training	
CPR/First Aid	
Lead Person/Position	Year of Training
Special Education Coordinator will arrange this training with outside provider	2025 2026 2027

		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Special Education Paraprofessional Training Series - various topics - paraprofessionals are encouraged to participate in these online trainings			
Lead Person/Position		Year of Training	
Outside provider - PaTTAN		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	District Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
Confidentiality, threat management, and school procedures			
Lead Person/Position		Year of Training	
Superintendent, principals, special education coordinator		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience

2	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other
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Transition

Description of Training			
Indicator 13 training			
Lead Person/Position		Year of Training	
IU08 consultants		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Special Education Teachers

Description of Training			
Transition network - MSHS special education teachers are encouraged to participate in the IU08 trainings regarding secondary transition			
Lead Person/Position		Year of Training	
IU08 consultants		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	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		2025 2026 2027 2028	
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.			
Lead Person/Position		Year of Training	
Outside community provider		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	minimum of 6 per year	Other	Building Administrators Parents Special Education Teachers Other

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Description of Training			
Tours and trainings regarding post-secondary options for students with disabilities - OVR, DBHS supports, Hiram G. Andrews			
Lead Person/Position		Year of Training	
Special education coordinator and special education teachers		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	Other	Parents Other

IEP Development

Description of Training			
Overview of the PASA vs. PSSA			
Lead Person/Position		Year of Training	
Special Education coordinator		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	District	Special Education Teachers

Description of Training	
Extended School Year services	
Lead Person/Position	Year of Training

Special Education Coordinator		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
.5	1	District	Special Education Teachers

Description of Training			
Indicator 13 training for secondary transition			
Lead Person/Position		Year of Training	
IU08 consultants		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Intermediate Unit	Special Education Teachers

Confidentiality

Description of Training			
Overview of HIPAA and FERPA			
Lead Person/Position		Year of Training	
Special Education Coordinator		2025 2026 2027 2028	
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

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

Superintendent/Chief Executive Officer

Date

