

Central Valley SD  
**Special Education Plan Report**  
07/01/2014 - 06/30/2017

# District Profile

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## Demographics

160 Baker Road Extension  
 Monaca, PA 15061  
 (724)775-5600  
 Superintendent: Nicholas Perry  
 Director of Special Education: Erin Park

## Planning Committee

Name	Role
Cher Balestrieri	Elementary School Teacher - Special Education
Jennifer Bechdel	Elementary School Teacher - Regular Education
Aileen Bowers	Parent
Krista DiBiagio	Middle School Teacher - Special Education
Ron Kitsko	Director of Curriculum, Instruction and Assessment
Maryann Kostelic	Transition Coordinator
Michael McCullough	Administrator
Christine Speranza	Secondary School Teacher - Regular Education
Monica Sturm	Elementary School Teacher - Special Education
Christine Wolford	Education Specialist- School Psychologist

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 252

### *Identification Method*

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

The Central Valley School District continues to identify students with specific learning disabilities through the use of the discrepancy model. The district's All Student's Advancement Plan (ASAP) is based on the Response to Instruction and Intervention (RTII) model and serves as a screening process for the identification of students in need of special education programming.

Students, who are identified and placed in the ASAP program, demonstrate a need for additional instructional opportunities and classroom interventions through ongoing data collection and assessments that are monitored by grade level teams and/or ASAP specialists. These students are a focus of district support personnel, who provide educational/behavioral interventions in and out of the classroom. Interventions are documented and progress monitoring is completed quarterly. Teachers involved with this program are offered training opportunities through IU27, PDE, PaTTAN, and in house teaming with district ASAP specialists, special education staff, the Special Education Supervisor, and the district's Director of Curriculum, Instruction and Assessment, who oversees the program. Students who achieve AYP and proficiency on benchmark assessments are exited from the program.

The district's vision is to continue raising all student achievement through training on data collection, instructional planning, delivery of academic interventions, and progress monitoring, which is viewed as a stepping stone toward the implementation of a RTII model. Through continued training and practice, the staff will have the tools required to understand, implement, and monitor student progress over a defined period of time. As part of the district's comprehensive planning, Central Valley is in the process of reviewing data collected through the ASAP program over the past four years in order to refine and improve this system.

### *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: <http://penndata.hbg.psu.edu/BSEReports>

Most recent data available through the Special Education Data Report, LEA Performance on State Performance Plan (SPP) Targets from the 2011/2012 school year indicate that enrollment differences are not significantly disproportionate in the disability categories of Deaf-Blindness, Hearing Impairment Including Deafness, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Traumatic Brain Injury, and Visual Impairment Including Blindness.

Disproportionate categories include the following: Autism (LEA=11.9% vs. State 7.9%), Speech Language Impairment (LEA=20.8% vs. State 16.2%), Emotional Disturbance (LEA=4.1% vs. State=8.6%), and Intellectual Disability (LEA=5.6% vs. State=7.1%).

Disproportionate categories may be influenced by a decrease in the availability of post graduate state funding sources. The district is aware of an increased number of students, who are exercising their right to remain in the public school system until the age of 21. This trend will be addressed by continued effort toward a relevant transition program that meets the needs of our students with Autism, i.e., a full-time Transition Coordinator, who will continue to participate in trainings and informational sessions at the BVIU and PaTTAN sites. Special Education Teachers will work with the Transition Coordinator to assist students and families to coordinate with outside agencies and assist students to meet transition goals. In addition to students who are remaining in public school for a longer period of time, the district is receiving an increase in the number of medical evaluations diagnosing students with Autism and a need for specially designed instruction. Central Valley currently services students with Autistic Support through a continuum of services. Ongoing training opportunities are provided to staff through the BVIU and PaTTAN.

The district is aware that students with Speech and Language Impairments are identified at a rate that is in excess of the state level. Plans are currently underway to address this disproportionality by implementing a Speech and Language Intervention Program which is an RTII model for identifying students in need of intervention for speech and/or language needs. Phase one of implementation has begun with intervening for at-risk kindergarten students before impairments adversely impact education. Students are referred by classroom teachers or parents to the district's Speech and Language Pathologist who conducts a screen which includes observation and evaluation of sound errors using a baseline probe list. Students with non-developmental errors will be placed into the program and will participate in a speech and language tier group through either small group sessions or may participate in individual sessions utilizing a 5 minute articulation drill format that is research based and proven to increase efficiency and effectiveness of speech and language interventions in the student's least restrictive environment. Progress is reported quarterly and placement within the program can change at any time based on a student's progress towards goals. Students who do not evidence progress through the Speech and Language Intervention Program will

be referred for a full speech and language evaluation. Grades 1-2 at Center Grange Primary School will be phased in over the next two school years.

As of 2011/2012, the district's population of Intellectually Disabled (ID) students is 5.6%, which is down from 9.1% in the previous school year and currently under the state average instead of above. This fact may be partly attributable to a school year which evidenced a correspondingly high number of graduates with an ID exceptionality. In addition, a review of medical input reveals that students are entering Special Education programming with a primary exceptionality of Autism vs. Intellectual Disability.

The district's Emotional Disturbance exceptionality is disproportionately lower than the state average, which is viewed as a strength. CVSD utilizes its Guidance staff, SAP Coordinator, Transition Coordinator, Special Education Supervisor, School Psychologist, Anti-Bullying Program, and student-centered educational teams in order to address student's emotional needs. Plans are underway to further strengthen the 504 Service Agreement process by assigning a formal supervisory role to the School Psychologist.

### *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. The Central Valley School District is the host district for Gateway Rehabilitation Center and meets its obligations under 1306 as the host location by providing all needed services and supports to students with disabilities placed in that facility to include IEP management and implementation, evaluations, and progress monitoring through district programs or in Gateway Rehabilitation Center programs.

2. The district representative acts as the LEA in each of the placement/evaluation and IEP meetings to ensure that all needed supports and services are provided and FAPE is delivered to the student. The Special Education representative communicates with appropriate staff and family members outside the Central Valley SD to ensure that students receive FAPE.

3. At this time no barriers exist.

### *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 Central Valley SD does not have a facility within its jurisdiction. The district has an agreement with the Hopewell Area SD where county facilities are housed to provide all needed services. When students are legally placed in facilities outside of Beaver County, the district fully cooperates to provide educational records. The district fully participates with appropriate agencies in all educational planning and ensures that all needed services are provided. When the student is transitioned back to his/her community, the district cooperates with all agencies and service providers to pave a smooth transition to the home school district.

### *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. The Central Valley School District (CVSD) 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 utilizes the following process:

- All available types of placement options are discussed and considered beginning with services provided in the regular education setting.
- Placement to a more restrictive environment outside the regular education environment is considered appropriate only when services can not be delivered appropriately in the regular education classroom with the use of supplementary aids and services.

- All placement decisions are made through the special education process and agreed upon at the student's IEP meeting with parent participation and student participation, when appropriate.
- The student's full range of needs are discussed and determined.
- All placement decisions are based on the educational needs of the student.
- If the student's educational needs result in placement outside the regular educational class, school, or district, the IEP team will consider opportunities for the student to participate in appropriate programs and activities (curricular and extra-curricular) with non-disabled peers. When participation in an inclusive setting is needed, supplementary aides and services are discussed and agreed upon to ensure that the student can fully participate in such programs and activities.

2. The district has initiated successful programs to expand the continuum of supports/services and educational placement options available such as a fully inclusive kindergarten program, a Response to Instruction and Intervention (RTII) program, cyber education grades K-12, and has developed staff trainings within all district buildings to allow students to participate in the general education curriculum and classrooms to the maximum extent possible. Special education students entering school with identified needs are given all supplemental aids and services agreed upon at their transition meetings in the regular education environment. For students identified with developmental delays, two extended 1/2 day Developmental Kindergarten sessions are available. If a student's needs exceed that of which can be provided in the Developmental Kindergarten program, a student may be offered a half-day special education program in addition to regular education placement in order to work on IEP goals. This extended time in both programs is devoted to developing academic, social, small/gross motor and language skills so that the student is able to enter first grade with necessary skills in order to be academically and socially successful. For students in grades K-6, a data driven instructional program (ASAP) is in place. This tiered intervention program replicates the RTII model and additional instructional opportunities are available to regular education students. The ASAP program includes math interventions and a corrective reading program taught by highly qualified building reading specialists. As a result, students are provided remedial opportunities while remaining in their least restrictive educational environment.

The Central Valley Cyber Academy has been created in-district allowing students to receive FAPE in the least restrictive environment when it has been determined that an alternate format of classroom instruction will enhance the educational performance of the student. The cyber education program includes support to regular education and special education students. Regular and special education teachers work within the CV Cyber Academy to ensure that appropriate accommodations and modifications are made to the curriculum when needed. The IEP Team convenes to monitor and develop appropriate programming and supports. Student progress is monitored and documented quarterly to ensure that individual needs and appropriate placement are addressed. Students are provided with the flexibility of choosing a full-time cyber education model of instruction or a

blended model of instruction including access to the traditional classroom setting. The cyber curriculum provided is accredited, and instruction delivered by certified teachers who are highly qualified.

All teachers are offered training opportunities as they become available through IU 27, PDE and PaTTAN. In-house training occurs at weekly grade level meetings through teaming and workshops provided by district math and literacy instructional support staff, Title I, and special education staff. Training and Professional Learning Communities are related to developing standards based academic goals for students. This includes setting small learning communities within the classroom and utilizing all available support staff to develop differentiated methods of instruction to ensure the highest quality instruction takes place for all students. Individual student progress is monitored and reported back to the student's IEP or ASAP Team. All instruction as well as student response to intervention is documented and adjusted to the individual student's learning needs.

The district utilizes the following Supplementary Aids and Services to allow students with disabilities to be successful in the general education environment:

Collaborative

- All school personnel collaborate in the development and delivery of supplementary aids and services.
- Instructional arrangements are designed to support collaboration through teaming at the elementary and middle levels and through co-teaching or inclusive support at the high school. The district also utilizes co-teaching, paraeducator support, and consultation with related service personnel to support instructional teams.
- Scheduled opportunities for co-planning and collaboration amongst teachers and/or parent collaboration during team time at the elementary and middle levels and common planning at the high school.
- Coaching and training for staff by IU TAC Staff or district representative for assistive technology for an individual student
- Early intervention transition meetings
- Transition meetings to include needed outside agencies, prospective job training sites, and life living arrangements for secondary students (OVR, MHMR and all community agencies)
- Progress reporting and the use of a data warehouse and school information systems to track and monitor student progress and design programming to meet student needs



### Instructional

- Instructional adaptations such as: pre-teaching/re-teaching, graphic organizers, examples/non-examples, visual aids, etc.
- Alternate materials such as: materials on tape, book share, text to speech, large print, iPad, alternate computer access, etc.
- Differentiated instruction
- Test modifications
- Alternate ways for students to demonstrate learning such as projects, oral reports, etc.
- Direct instruction in functional skills needed within an inclusive environment
- Curricular modifications
- Reader services or interpreters, as needed
- Direct instruction in community, job research, training, and application
- Assistive technology

### Physical

- Preferential seating arrangements
- Adaptive equipment
- Structural aids such as: wheelchair accessibility, grab bars, etc.
- Environmental aids such as specific heating arrangements, ventilation and classroom FM and personal FM systems
- Furniture arrangements
- Adjustments for sensory input such as lighting and sounds
- Access to sensory impact materials

### Social-Behavioral

- Social skills instruction
- Behavior teams
- Counseling supports
- Peer buddies
- Functional behavior assessments and individualized behavior support plans

- Direct instruction in adaptive behavior skills
- Cooperative learning and role playing
- Community based instruction (CBI)

3. LEA Performance on the State Performance Plan (SPP) indicates that Central Valley SD met SPP Targets during the 2011/2012 school year in the categories of *SE Inside Regular Class 80% Or More* and *SE Inside Regular Class Less Than 40%*. The district did not, however, meet the target in *SE in Other Settings* (LEA=9.1% in 2011/2012 LEA=8.5% in 2012/2013). This fact was addressed with all staff and administrators during the 2011/2012 Compliance Monitoring for Continuous Improvement (CMCI). As part of the district's Corrective Action Plan, a team was formed including administrators, special and regular education staff, parent representative, and IU 27 TAC staff to receive training in Inclusive Practices at PaTTAN during 2012-2013. In house training conducted by Inclusive Practices Team members began during the 2013-14 school year at Central Valley High School (CVHS) and will be phased into other buildings over the next three years. Training includes the SAS Toolkit, IEP development, LRE Guidelines, positive behavioral strategies and techniques, and differentiated instruction to assist teachers with best practices that meet student needs using the general education curriculum within an inclusive environment to the maximum extent possible with the use of Supplementary Aids and Services. In addition, Behavior Teams have been developed at the high school including administrators, special education teachers, Transition Coordinator, SAP Coordinator, School Psychologist, and Guidance Counselors in order to address educational and behavioral needs within the student's least restrictive environment. Training and implementation for middle school and elementary behavior teams will be phased in over the next three school years. Currently there are 22 students who are placed outside of the Central Valley School District in approved private schools or alternative private schools. There are 2 students currently receiving instruction in the home due to medical needs that require such restrictive placement. All educational placements are determined by IEP teams, and placement discussions began with placement in the least restrictive environment which is the general education curriculum in the regular education classroom.

Any student placed outside the regular education environment, including out-of-district placements, is monitored quarterly. When data demonstrates that sufficient progress toward IEP goals has occurred, that student is returned to the regular education classroom and/or the IEP Team reconvenes to discuss appropriate placement. The district's representative attends all out-of-district IEP meetings and maintains rapport with families and out-of-district school staff, monitors student progress, and facilitates transitions back to the home district when appropriate. Transition Plans for 3 students are being developed to prepare them to return to their home district.

## *Behavior Support Services*

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

Through district policy the Board of Directors of the Central Valley School District direct that behavior support programs shall be based on positive rather than negative behavior techniques to ensure that all students shall be free from demeaning treatment and aversive techniques such as the use of restraints. The use of restraints shall be used as a measure of last resort only after less restrictive measures such as de-escalation have been implemented. Functional behavior assessments will be conducted for individual students who display behaviors of concern. Positive Behavior Support Plans will be developed and implemented based on assessment data to include a variety of research based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Recent initiatives include the development of Crisis Prevention Intervention (CPI) teams, which have been formed in all district buildings. These teams have received Non-Violent CPI training and certification and not only act as first responders when a student's behavior has escalated but also utilize prevention strategies to avoid possible crisis situations. Strategies are implemented that reduce the frequency and severity of behaviors. CPI team members utilize de-escalation techniques to ensure student safety, successfully assisting students in defusing anxious, hostile, or violent behavior at the earliest possible stage. Another initiative to be explored includes the possibility of utilizing the full-time School Psychologist to help oversee students with a 504 Service Agreement. Including the School Psychologist in the development of 504 Plans will hopefully be a proactive measure in assisting with positive supports that defuse potential behavior problems.

Overall, a classroom climate encouraging tolerance and acceptance of students with diverse learning needs is a priority of the district. At the present time, Central Valley is in the process of consulting with local IU 27 TAC staff in order to research the possibility of implementing a research-based School Wide Positive Behavioral Support program. Currently, we implement positive behavior supports that reinforce appropriate behaviors by providing a variety of interventions including:

- Counseling groups that meet regular and special education student needs in the areas of Social Skills and Decision-Making Skills
- Social Skills instruction for regular and special education students
- Social language instruction for students with Autism
- Community outreach and Autism awareness including community programs, student activities and fund raising

- Counseling as a related service by Guidance staff and the School Psychologist
- Guidance support and classroom lessons
- SAP training and support by on-site Prevention Specialists
- Middle School teaming and Advisory meetings
- Anti-bullying instruction and support teams, i.e., Center Grange Primary PATHS program, Todd Lane Intermediate Second Step program, Middle School Second Step program, High School Connect program, Anti-bullying Team, and Bully Buzz newsletter coordinated by a trained Special Education teacher and coordinated through the regular education English 10 classroom
- Clubs designed to provide peer support and facilitate friendships, i.e., PEACE Club promoting a positive school culture; CARE Club encouraging student participation through community based service activities; Walking Club, and Teen Leadership
- Special Education Behavior Team plans, Positive Behavior Support plans, and Functional Behavior Assessment on-site trainings by the Special Education Supervisor and School Psychologist
- Specially designed instruction that modifies rules and expectations to meet individual student needs
- Cooperative learning strategies
- Team meetings with mental health providers in the schools (family based therapists, mobile therapists, BSC, TSS workers)
- Drug and Alcohol Supports and the School Resource Officer
- Classroom behavior systems
- On-site training and guided support by the Special Education Supervisor, School Psychologist, and Guidance Counselors to heighten awareness and support effective behavioral strategies
- Trainings provided through IU 27 TAC staff, PaTTAN consultants, Prevention Project, and local, state and national trainings to provide current information on effective positive behavioral strategies

### *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.

At this time, the Central Valley School District (CVSD) has not experienced difficulty ensuring FAPE for any category. The district works closely with the IU 27 TAC staff, PaTTAN consultants, contacts outside placements, service providers, and advocacy groups (Autism and MHMR, etc.) to look at individual student needs. The IU interagency representative is also consulted in the event the district has difficulty ensuring FAPE for an individual student with complex needs. All placement decisions are made by the IEP Team based on what placement would be in the best interest of a particular student while providing them an education in their least restrictive environment to the maximum extent possible. The district invites outside consultants to be part of the placement process. If this problem would arise, the following steps would be taken:

- Convene or reconvene the IEP Team
- Review the student's records to identify supports provided, and determine if the child's unique needs are being met. Has the child been given the opportunity to participate with typical peers to the maximum extent possible?
- Identify existing services and supports available within the school district and community
- Mobilize these assets to develop a plan of support
- Monitor the child's progress
- Provide necessary support for school personnel

If current placement is determined to not be appropriate within the regular education school, the Special Education Supervisor will coordinate a meeting including all necessary school personnel to discuss possible alternatives to the current placement. Included in this meeting would be the following representatives:

- District LEA
- Parents
- Student (if appropriate)
- Student's special education and regular education teachers
- TAC staff from IU
- Representative of key agencies and organizations
- School Psychologist

In the case of drug/alcohol, violence, or severe mental and or physical issues, the district would immediately reconvene the IEP Team and contact outside agencies needed to make a diligent decision on needed educational options and appropriate placement to be completed in a timely fashion to ensure FAPE.

Although there are no students in the district who need vision services at this time, CVSD no longer has contracted vision support services through our local Intermediate Unit (IU 27). To insure the provision of FAPE for a student with vision impairment, the Special Education Supervisor collaborates with IU 27 to seek outside agencies and supports.

CVSD has established an in-district cyber education program for grades K-12 that supports student needs both inside and outside of the brick and mortar school buildings. There are currently 4 students who receive special education services, who are enrolled in the Central Valley Cyber Academy. Currently students in grades 6-12 have the option of either completing cyber courses at home, in the school's middle and high school cyber labs, or through a blended schedule that includes both home and classroom environments. Plans are underway to create cyber labs in Todd Lane Elementary and Center Grange Primary School so that blended programming can provide FAPE for elementary students who may be experiencing difficulty in a traditional school setting.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Central Valley is proud to be the first district in the state of Pennsylvania to have successfully merged two independent school districts into one. Beginning with the 2009-10 school year, the former Center Area and Monaca School Districts voluntarily merged to form what is currently known as the Central Valley School District (CVSD). We believe that our greatest strength with respect to special education programming is a strong commitment toward the provision of the highest quality education possible in the home school and regular education setting. To this end, the district continues to partner with the Beaver Valley Intermediate Unit (IU 27) in order to provide the best special education services and programs possible. The IU 27 TAC staff as well as PaTTAN consultants are a valued resource to the district in helping design and implement programs and provide staff trainings. Specific strengths of Central Valley's Special Education program are listed below:

1. Our most recent mission includes a training initiative with teachers and paraeducators in the area of Inclusive Practices so that, with the use of supplementary aids and services, all students can participate in the regular education classroom to the maximum extent possible. In the fall of 2012, an Inclusive Practices Team of teachers and administrators was formed at the high school level to help identify strengths and needs of the district's inclusion program.

One outcome of this endeavor has included the development of high school student profiles, which assist teachers with pertinent information supporting the delivery of specially designed instruction to students in their least restrictive environment. To assist our students with social skills deficits to successfully participate in an inclusive environment, the staff at Central Valley High School (CVHS) is collaborating with Best Buddies and exploring the possibility of beginning a chapter of this national program at CVHS. Best Buddies partners students with special needs with typical peers and encourages friendships among students through activities designed to promote social skills and acceptance. This program not only fosters relationships between typical and non typical peers but also creates an environment of respect and acceptance throughout the school. When partnering with Best Buddies, our school district will receive an immense amount of support from the organization. In addition, the district has recognized the need for inclusive practices in the early years of a child's educational program. In the fall of 2013, special education teachers and paraeducators participated in training that has resulted in an improved awareness of ways in which student independence can be exercised in the early years. Elementary student goals have been identified and interventions implemented to help students learn and apply functional and adaptive behavior skills that encourage independence in an inclusive educational setting. As a follow-up, and beginning in grade three, students will be intentionally provided opportunities with community based field trips and instruction so that skills can be applied in the community setting.

2. A specific highlight of CVSD's inclusive practices is the district's commitment to a teaming approach. Learning Support staff at the elementary schools attend grade level regular education meetings in order to effectively communicate and resource staff regarding student needs in the regular education setting. Intentionally built-in common planning time has been developed at the middle school, which supports the implementation of IEP goals and delivery of effective instruction to all students. A clearly defined schedule has been developed for regular education teachers at the high school to meet with learning support staff to receive support with tools and strategies for instructional design and assessment. Common planning time has also been built into the schedules of the learning support staff at each building level to allow those individuals to meet regularly as a department to insure the continuity of programming across the grade levels, promote best instructional practices, problem solve, and refine IEP development and specially designed instruction. Push-in support and co-teaching continues to be emphasized in all buildings. Additionally, the district employs several paraprofessionals and personal care aides to assist with building a nurturing and safe environment for students. These individuals are a valuable resource to the district and assist students with interpersonal skills, self-regulation skills, and academics. All CVSD paraeducators meet highly qualified guidelines and maintain 20 hours of professional development annually.
3. Through community outreach, parents are encouraged to participate in all district and community educational groups. The Special Education Supervisor represents CVSD as a member of the Local Parent Rights Task Force, which is a community group dedicated to keeping parents informed and improving services provided in Beaver County. Information on how to get involved in local community groups is sent home with students and available

on the district's website. Parent trainings occur at IEP meetings, parent teacher conferences, open house, and student orientation. Each IEP meeting is attended by the Special Education Supervisor who provides on-site consultation to the team. The School Psychologist is also available to provide consultation and resources to parents and staff as needed. Additional information and resources are available to parents on the district's website.

4. The district continues to employ a full time Transition Coordinator, who works closely with IU 27 to develop a successful transition program. The transition team has initiated social skills programs in both the middle and high school to help students relate to the changing world around them. Community based instruction occurs quarterly in both the middle and high school to help students learn and apply skills needed for employment and independent living. Students with special needs at these levels participate in career based assessment and exploration. A Transition Portfolio is maintained for each student to assist with job search or post secondary education/training. During the school year, students are mentored by job coaches in employment/training settings within the school district and community resulting in career opportunities. Outside agencies and our community at large are enlisted to strengthen the program. Outside financial grants and partnerships with local businesses are currently being pursued to fund and support additional transition opportunities. Our program provides a student, who may be experiencing difficulty in a traditional high school setting, with additional educational opportunities through certification programs at both the Beaver County Career and Technology Center and Community College of Beaver County; extended job shadowing experiences; in-school apprenticeships in the cafeteria, janitorial/maintenance division, school and office environment; and community job training with various business and retail stores. A collaborative approach is utilized at the high school to provide create programming to meet the unique needs and post secondary goals of individual students. This includes enlisting the Office of Vocational Rehabilitation (OVR) to meet with students during their senior year to assist with guidance and training with regard to post secondary resources and funding for individuals with disabilities. The district also recognizes that a transition from one school building to another can be a challenge for students with special needs. Activities have been designed to assist both students and parents with this type of transition as well. Activities include: spring observation of students conducted by staff from the next grade level, team meetings to discuss transition needs, scheduled trips and activities in the building which students will move, orientation events, peer mentoring, and all district buildings are open to parents and students during the summer to provide scheduled individual tours.
5. Central Valley believes that a pre-referral process targeting students for intervention is a vital component of the educational process. As a result, the district has allocated resources and staff time toward the development and maintenance of its ASAP (All Students' Advancement Program). Interventions are provided including small group, intensive skills and research based instruction. Data from universal screening instruments and state and local assessments is carefully collected and analyzed by reading and math specialists in order to help regular and special education teachers target appropriate interventions to students in Tier 2 and 3. This emphasis on the pre-referral process has most recently been extended



to our Speech Language Support program with the development of an RTII based 5 minute speech session to address the needs of students, who are not formally identified allowing students to remain in their least restrictive environment to the maximum extent possible.

# 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

Facility Name	Facility Type	Services Provided By	Student Count
Gateway Rehabilitation Center	Incarcerated	Gateway Rehabilitation Center	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon School	Special Education Centers	IU operated special education center providing full time special education supports including Multi-Disability Support, Autistic Support, Life Skills Support, Learning Support	10
School at McGuire Memorial	Special Education Centers	A private school for students providing full time special education services including Multi-Disability and Autistic support	4
St. Stephens Lutheran Academy	Special Education Centers	A private special education center providing full time special education services including Emotional and Autistic support	3
Watson Institute	Approved Private Schools	A private school providing full time special education services including Multi-Disability and Autistic support	3
Pressley Ridge Day School	Approved Private Schools	A private school providing full time special education services including Emotional and Autistic support	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 8	2	0.5
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	2	0.5

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	3	1

**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 10	1	0.1
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	3	0.38
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	5	0.52

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 13	1	0.1
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	6	0.9

**Program Position #5***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	16	1

**Program Position #6***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 11	1	0.1
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	12	0.9

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 16	1	0.125
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	6	0.875

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	1

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 11	1	0.1

Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	5	0.9
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**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	1	0.02
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	10	0.98

**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 14	1	0.1
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	1	0.02
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	6	0.88

**Program Position #12***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 14	2	0.17
Central Valley High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Emotional Support	14 to 14	1	0.02



Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	10	0.95
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**Program Position #16***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	2	0.07
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	19 to 19	1	0.09
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	4	0.5
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 17	1	0.09
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	3	0.25

**Program Position #17***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	23	0.68
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	4	0.13



Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 19	9	0.19
Justification: The speech teacher intentionally designs sessions to group students within the mandated 3 year age span and/or focuses on same speech goals.							

**Program Position #18***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Todd Lane Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	47	0.72
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	12	0.19
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 18	6	0.09

**Program Position #19***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Center Grange Primary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	0.02
Todd Lane Elementary	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.02
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.02
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 16	1	0.02

### Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	All District Buildings	1
School Psychologist	All District Buildings	1
Special Education Secretary	All District Buildings	1
Transition Coordinator	All District Buildings	1
Instructional Aides	All District Buildings	21
Personal Care Aides	All District Buildings	13

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Consultative Audiological Services	Intermediate Unit	10 Minutes
Personal Care Nurse	Outside Contractor	5 Days
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Outside Contractor	8 Hours
Educational Interpreter	Outside Contractor	5 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Personnel Development for autism includes:</p> <ul style="list-style-type: none"> <li>• Ongoing in-house consultation with Special Education Supervisor at annual IEP meetings</li> <li>• Professional learning communities with guided practice during joint planning periods with Regular and Special Education Teachers</li> <li>• Individual consultation as needed with outside agencies</li> <li>• Functional Behavioral Assessment and Positive Behavior Support Plan on-site trainings with School Psychologist</li> <li>• Sensitivity Training</li> </ul> <p>Evidence: Students with Autism will remain in district and make progress toward IEP goals in their least restrictive environment. 100% of students with Autism will graduate from CVSD with the skills and resources to enter the adult world and meet individual post school outcomes.</p>
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	8/18/2014
<b>End Date</b>	6/16/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	18
<b>Provider</b>	LEA, IU 27 TAC Staff, PaTTAN Consultants
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.

<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<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.
<b>Training Format</b>	LEA Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel Parents
<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>	Creating lessons to meet varied student learning styles Joint planning period activities
<b>Evaluation Methods</b>	Classroom student assessment data Participant survey

## Behavior Support

<b>Description</b>	<p>Personnel Development for behavior includes:</p> <ul style="list-style-type: none"> <li>• Nonviolent Crisis Prevention Training to support and reinforce effective de-escalation skills, evasive and defensive procedures for staff, and safe physical restraints as a last resort to prevent injury to the student or others</li> <li>• Positive Behavioral Interventions and Supports to implement a school wide behavior support program within the district buildings</li> <li>• Functional Behavior Assessments and Positive Behavior Support Plans to design individual positive behavioral strategies</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• School Wide Behavioral Support Programs will be implemented in all district buildings</li> <li>• 1% reduction in behavior reports annually for each school year the plan is implemented</li> </ul>
<b>Person Responsible</b>	Special Education Supervisor, School Psychologist, and Building Principals
<b>Start Date</b>	8/18/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	20
<b>Provider</b>	IU 27
<b>Provider Type</b>	IU
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school</b>	Increases the educator's teaching skills based on research on

<b>counselors and education specialists</b>	effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors 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>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Joint planning period activities
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Progress monitor programs using data analysis tools

## Paraprofessional

<b>Description</b>	<p>Personnel Development for paraprofessionals includes:</p> <ul style="list-style-type: none"> <li>• Roles and Responsibilities of the Paraprofessional in an Inclusive Setting</li> <li>• De-Escalation Techniques and Supporting Students with Challenging Behavior</li> <li>• Using Technology to Support Instruction and Student IEP Goals</li> <li>• Supplementary Aids and Services</li> <li>• Social Skills and Unwritten Rules of Social Behavior</li> <li>• First Aid and CPR</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Each paraprofessional will have a daily schedule with clearly defined roles and responsibilities that they will implement. Student achievement will increase allowing more 6students to participate within the regular education classroom and general education curriculum.</li> <li>• Decrease in disciplinary referrals and reports of bullying.</li> <li>• Paraprofessionals will develop a list of resources to utilize with specific students. Student achievement scores will increase allowing more students to participate in the general education curriculum with specially designed instruction</li> <li>• Increase in student achievement and participation within the regular education classroom and the general education curriculum.</li> <li>• 100% of Paraprofessionals will hold CPR certification.</li> </ul>
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	8/18/2014
<b>End Date</b>	7/28/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	33
<b>Provider</b>	Special Education Supervisor and Special Education Teachers
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Online-Synchronous Online-Asynchronous 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>	Paraprofessionals will work with supervising teachers to clearly define roles and responsibilities
<b>Evaluation Methods</b>	Paraprofessional schedules with designated roles and responsibilities



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## Reading NCLB #1

<b>Description</b>	<p>Personnel Development for reading includes:</p> <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Progress monitoring</li> <li>• Utilizing assistive technology in the classroom</li> <li>• Research based instructional practices</li> </ul> <p>Evidence</p> <ul style="list-style-type: none"> <li>• 2% annual increase in number of students receiving special education scoring proficient or advanced on state and local assessments in the area of reading</li> </ul>
<b>Person Responsible</b>	Director of Curriculum, Instruction, and Assessment, Special Education Supervisor, and Building Principals
<b>Start Date</b>	8/18/2014
<b>End Date</b>	6/9/2017
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	30
<b>Provider</b>	Central Valley School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<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</p>

	<p>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><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<p><b>Training Format</b></p>	<p>School Whole Group Presentation Professional Learning Communities</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals School counselors Other educational specialists</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities</p>
<p><b>Evaluation Methods</b></p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Standardized student assessment data other than the PSSA Participant survey</p>

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## Transition

<b>Description</b>	<p>Personnel Development for transition includes:</p> <ul style="list-style-type: none"> <li>• Attendance at monthly countywide trainings</li> <li>• Trainings and collaboration with outside agencies and community resources</li> <li>• On-going trainings and consultation with the district's full time Transition Coordinator</li> <li>• Family engagement trainings</li> <li>• Parent Trainings at annual IEP meetings and Open House events</li> <li>• Indicator #13 Training for new staff</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• 80% or more of all graduating seniors surveyed will report success with post graduate educational and/or employment outcomes.</li> <li>• Students will report increased access to and participation in community resources.</li> <li>• Contacts with community resources will increase by 50% as measured by increased opportunities for students in their community environment.</li> <li>• 100% graduation rate for the 2016-17 school year</li> </ul>
<b>Person Responsible</b>	Transition Coordinator and Special Education Supervisor
<b>Start Date</b>	8/18/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	8

<b>Provider</b>	Community Partners and School District Personnel
<b>Provider Type</b>	Community Non-profit Organization, School Entity, and PaTTAN Consultants
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors New Staff Related Service Personnel Parents
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Joint planning period activities Monthly Transition Coordinator Meetings and Parent Trainings at Annual IEP Meetings

<b>Evaluation Methods</b>	Participant survey Portfolio Senior Summary Data Collection, Student Exit Interview, and Revisit and Review Exit Survey Data Post Graduation

# 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.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Chief School Administrator*