Central Valley SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

## Demographics

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

## Planning Committee

| Name | Role |
| --- | --- |
| Christina Feragotti | Administrator : Special Education |
| Maryann Kostelic | Community Representative : Special Education |
| Lindsay Kisucky | Ed Specialist - School Psychologist : Professional Education Special Education |
| Jennifer  Bechdel | Elementary School Teacher - Regular Education : Special Education |
| Cher Balestrieri | Elementary School Teacher - Special Education : Special Education |
| Elyse Fenstermacher | Elementary School Teacher - Special Education : Special Education |
| Monica Sturm | Elementary School Teacher - Special Education : Special Education |
| Bill  King | High School Teacher - Regular Education : Professional Education Special Education |
| Jennifer Unger | Instructional Coach/Mentor Librarian : Special Education |
| Krista  DiBiagio | Middle School Teacher - Special Education : Special Education |
| Erin  Park | Special Education Director/Specialist : Special Education |
| Maryann Kostelic | Transition Coordinator : Special Education |

# Core Foundations

## Special Education

### *Special Education Students*
Total students identified: 313

### *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. As part of the discrepancy model, the District reviews the following:
(1) Whether the student responds to scientific, research-based intervention, which includes documentation that: (a) The student received high quality instruction in the general education setting, (b) Research-based interventions were provided to the student (c) Student progress was regularly monitored, AND (2) Whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.
The team also reviews the findings of the evaluation to ensure they are not primarily the result of a visual, hearing, or orthopedic disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency. The team must also review findings to ensure that the student's underachievement is not due to lack of appropriate instruction, the student was provided scientifically based instruction, and that repeated assessments of achievement were conducted at reasonable intervals. If such factors are rules out, the student may be identified by the Multidisciplinary Team (MDT) as a student with a specific learning disability.
The district's All Student's Advancement Plan (ASAP) is based on the Multi-Tiered System of Support (MTSS) model and serves as a screening process for the identification of students in need of special education programming in grades K-5. 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 on an ongoing basis. Parents receive updated progress monitoring data quarterly. During Child Study Team Meetings are conducted regarding students who meet criteria for Tier 3 supports, and progress monitoring data is reviewed in collaboration with the school psychologist to look at a student's rate of improvement as compared to their peers to determine if individual students are making appropriate progress. Students who are not found to be making such progress are referred for a comprehensive special education evaluation to determine their needs. Those students who meet identified goals and/or proficiency on benchmark

assessments are exited from the program. The ASAP team also works closely with the Student Assistance Program (SAP) Team to help link students and their families to community agencies and resources to breakdown barriers that may inhibit students from meeting academic goals.

In grades 6-12, teachers utilize benchmark data to implement flexible grouping to help students close gaps in skill development in order to work towards proficiency. Designated times are built into the master schedule to ensure consistency of supports. Progress is measured through classroom grades and benchmark testing administered three times per year. Additionally, struggling students may be referred to the SAP Team to provide additional school and community resources and supports. Every effort is made to engage the parent in the teaming process. The team defines the student's strengths and needs, defines the problem(s) to be addressed, agrees upon appropriate evidence based interventions and school and/or community resources and assigns the student to a team member who acts as case manager. Then the team sets a timeline for progress review, and/or makes an immediate referral for a Multidisciplinary Evaluation (MDE) if the student's need for services is severe. The team member communicates areas of need to all individuals working with the student. Student progress is reviewed by the SAP team. If the student has responded to interventions the student may continue to be monitored by the SAP team or dismissed from the program. If the student is making little or no progress towards the goals or if the needs have increased or additional problems have arisen, the student is referred for a MDE for special education services.

Teachers involved with these programs are offered training opportunities through IU 27, PDE, PaTTAN, Prevention Network, and in house teaming with district ASAP specialists, special education staff, the Special Education Supervisor, the School Psychologist, and the district's Director of Curriculum, Instruction and Assessment, who oversees 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 true MTSS 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 will continue to review data collected through the ASAP program 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: https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

Most recent data available through the Special Education Data Report, LEA Performance on State Performance Plan (SPP) Targets from the 2016/2017 school year indicate that enrollment differences are not significantly disproportionate,  indicating a discrepancy beyond 10%, in the disability categories of Autism, Deaf-Blindness, Hearing Impairment Including Deafness, Intellectual

Disability, Orthopedic Impairment, Specific Learning Disability, Traumatic Brain Injury, and Visual Impairment Including Blindness.

Disproportionate categories include the following: Emotional Disturbance (LEA=unreported% vs. State=8.5%), Multiple Disabilities (LEA=unreported% vs. State=1.1%) and Other Health Impairment (LEA=19.9% vs. State 14.9%, and Speech Language Impairment (LEA=18.2% vs. State 14.7%).

The district's Emotional Disturbance exceptionality is disproportionately lower than the state average. CVSD utilizes its Guidance staff, SAP Coordinator, Transition Coordinator, Special Education Supervisor, School Psychologist, Anti-Bullying Program, Prevention Specialist, School Wide Positive Behavior Intervention and Support programs, and student-centered educational teams in order to address student's emotional needs. School Wide Positive Behavior Intervention and Support programs are used to provide behavioral interventions and supports to allow students to meet with success in the least restrictive environment. Additionally, the Special Education Supervisor and School Psychologist have participated in training to assist in building a strong foundation and knowledge base with regard to special education eligibility criteria for emotional disturbance and evidence based interventions to better assist students in need of emotional supports. It is believed that some students with needs similar or in like to emotional disturbance may have been determined to have an Other Health Impairment based on the information collected through a comprehensive evaluation and the student's response to behavioral interventions through School Wide Positive Behavior Interventions and Supports; therefore, causing the appearance of a disproportionate number of students identified with Other Health Impairment in excess of state averages.

The district is aware that students with Speech and Language Impairments are identified at a rate that is in excess of the state average. Over the past three year's the district's kindergarten enrollment has included approximately 15-19% of students with speech and language needs as identified through early intervention. The district completes school age evaluations for each child to determine if students meet school age eligibility criteria. To assist in meeting student needs and in order to be proactive, Speech and Language Teachers push in to each kindergarten classroom once per week to assist teachers and students work on developmental sound errors and to developing age appropriate articulation and language skills. The district has also implemented a Speech and Language Intervention Program in grades K-3 which follows an MTSS model for identifying students who may be in need of intervention for speech and/or language needs. 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 are 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 based on need. Therapists utilize 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 meaningful progress through the Speech and Language Intervention Program are referred for a full speech and language evaluation.

With regard to Multiple Disabilities, the district is just slightly under the state average, and based on a review of student enrollment, child find procedures and evaluation procedures, the district does

not believe that this disproportionality is due to a lack in child find obligations or evaluation procedures at this time.

District procedures for identification and evaluation of children with disabilities are reviewed on an ongoing basis to ensure compliance with all special education regulations and to ensure a free appropriate public education (FAPE) is provided to students with disabilities who require specially designed instruction and related services.

## *Non-Resident Students Oversight*

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

1. 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.  Students participate in the Central Valley Cyber Academy, and a special education teacher visits the facility in order to implement IEP goals, progress monitor, and deliver specially designed instruction as outlined in individual IEPs. The Central Valley School District assumes responsibility to ensure that all students receive a free and appropriate public education (FAPE) to include appointing a surrogate if the student's parents are unavailable.

When the District is notified that a student has been placed in Gateway, the Central Valley Central Registrar sends a request for records to the student's school district of residence within one business day. Additionally, a PDE 4605 Form is submitted.

If the district becomes aware of a student through the district's child find process who is thought to be exceptional and possibly in need of special education, a Permission to Evaluate, Prior Written Notice and a Procedural Safeguard Notice would be issued to the student/parent/guardian, or surrogate. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the student is found to be eligible and in need of special education, an invitation for an IEP meeting would be sent to the home district LEA and the student/parent/guardian or surrogate. An IEP would be developed and a Notice of Recommended Educational Placement would be issued according to IDEA and Chapter 14 regulations.

2.  The Special Education Supervisor reviews the educational history of the student to confirm eligibility for special education and assigns a case manager. The case manager schedules an IEP meeting to determine appropriate educational placement always first considering education in the least restrictive environment. The IEP is reviewed and revised as necessary in order to meet student treatment program needs and to ensure the student receives FAPE in the least restrictive environment. The Special Education Supervisor 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 Case Manager and Special Education Supervisor communicate with appropriate staff and family members outside the Central Valley SD to ensure that students receive FAPE and to assist with a smooth transition back to the home district upon discharge from the treatment program.

3. The registration is sometimes delayed due to difficulty in obtaining accurate records from the home district. In this event, the central registrar faxes additional requests for records and makes direct phone calls to the school to obtain as much information as possible and to expedite receipt of records. Additionally, the special education administrative assistant contacts the special education department of the home school to determine if special education records exist and to obtain relevant documents.

## 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).

At this time, the Central Valley SD does not have a facility for incarcerated students within its jurisdiction. County facilities are located within the jurisdiction of the Hopewell Area SD. The district has an agreement with the Hopewell Area SD to provide all needed services for district students who are placed there and eligible for special education supports. 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) offers a full continuum of placement options. The 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 include 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 Multi-Tier System of Supports (MTSS) program, cyber education grades K-12, and has developed staff training 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-5, a data driven instructional program (ASAP) is in place.  This tiered intervention program replicates the MTSS model and additional instructional opportunities are available to regular education students.  The ASAP program includes research based interventions

for math and reading which are taught by highly qualified teachers and/or reading specialists.  As a result, students are provided remedial opportunities while remaining in their least restrictive educational environment. Child study teams are in place to refer students who are not making appropriate progress within the ASAP program. Such students are referred to the multi-disciplinary team (MDT) for a comprehensive special education evaluation to determine student needs and eligibility for special education supports.

The District has also partnered with PaTTAN's Autism Initiative to dedicate two classrooms to provide verbal behavior programming to students with severe communicative and social delays as part of a collaborative approach between consultants, teachers, school staff, and families. The program utilizes research based curriculum and programming to meet the wide array of needs for students with Autism and other disabilities who demonstrate communication needs as determined by research based diagnostic tools. The Autism Initiative utilizes intensive teaching procedures that allow for students to demonstrate mastery of skills in multiple areas of verbalization, communication, and socialization areas which impact daily life and the ability to access academic curriculum. The program fosters data driven decision making to determine student progress and need for successive programming both within the special education and regular education settings. Program procedures include applying specific teaching procedures to allow for general education curriculum to become accessible for students participating in the program. Classroom practices are reviewed by qualified personnel from PaTTAN twice per year to ensure growth, progress, and accountability for the program implementation within our classrooms to ensure that students are provided quality teaching and learning opportunities within the least restrictive 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 is 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 meet regularly to develop evidence based interventions and to develop 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

- Coaching and training for staff by IU 27 TAC Staff, PaTTAN Autism Initiative Consultants or district representative for applied behavior analysis and/or verbal behavior support

- 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 and the use of a data warehouse and school information systems to track and monitor student progress and design programming to meet student needs

- Parent trainings

- Digital access to up to date and pertinent student information is available to parents and teachers on an ongoing basis

*Instructional*

- Instructional adaptations such as: pre-teaching/reteaching, 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, digital content, etc.

- Tutoring and homework centers at the middle school and high school

- Differentiated instruction

- Manipulatives and hands-on material

- Test modifications

- Alternate ways for students to demonstrate learning such as projects, oral reports, etc.

- Use of interactive technology

- 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

- Augmentative and alternative communication devices

- Educational interpreters

- Community based instruction to generalize targeted academic skills

- Corrective reading program

- Strategic intervention curriculum and materials

### *Physical*

- Preferential seating arrangements

- Variety of classroom seating arrangements

- Flexible seating

- 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

- Specialized transportation

- Small group environment

### *Social-Behavioral*

- Social skills instruction

- Coping skills instruction

- School wide positive support behavior teams

- Counseling supports

- Attendance groups and interventions

- Student assistance programs

- Rehabilitation for Empowerment, Natural Supports, Education, and Work Initiative (RENEW)

- Pre-employment transition services

- Peer buddies/ peer mentoring

- Functional behavior assessments and individualized positive behavior support plans

- Direct instruction in adaptive behavior skills

- Cooperative learning and role playing

- Community based instruction (CBI)

- School based mental health partnership

- Crisis prevention intervention teams

- Training in de-escalation techniques

- Safety plans

- Social stories

- Drug and alcohol counseling

- Applied behavior analysis

3.  LEA Performance on the State Performance Plan (SPP) indicates that Central Valley SD met SPP Targets during the 2016/2017 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=5.6% in 2016/2017 vs State=4.9%). This fact was addressed with all staff and administrators during the 2016 Compliance Monitoring for Continuous Improvement (CMCI).  As part of the district's Continuous Improvement Plan, a team was formed including administrators, special and regular education staff to develop supplementary aids and services and supports in order to provide additional educational and behavioral supports to students within district programs and their neighborhood school. School Wide Positive Behavior Teams have been developed to assist students, teachers, and parents with identifying appropriate behavioral supports within the least restrictive environment. The District has also partnered with PaTTAN's Autism Initiative in order to maintain two on-site Verbal Behavior Classrooms to support student with needs related to autistic support, communication and life skills support so that students can appropriately transition from early intervention services or without pre-existing supports into the

neighborhood school with typical peers with success. Additional trainings include the SAS Toolkit, IEP development, LRE Guidelines, positive behavioral strategies and de-escalation techniques, and differentiated instruction to assist teachers with best practices that meet student needs using the 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, The Special Education Supervisor, Transition Coordinator, SAP Coordinator and Team Members, School Psychologist, and School Counselors provide additional training and resources as well as skill building and counseling supports to students and their families in order to address educational and behavioral needs within the student's least restrictive environment. Data indicates that District efforts with regard to LRE guidelines are improving based on a decline in the number of students being educated in outside placements. SPP targets demonstrate a decreased from LEA 8.9% SE in Other Settings in the school year 2014/2015 to LEA 5.6% SE in Other Settings in the school year 2016/17.

Currently there are 17 students who are placed outside of the Central Valley School District in approved private schools, public special education 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 begin with placement in the least restrictive environment which is the general education curriculum in the regular education classroom with supplementary aids and services. Other placements, such as special education classes, special schools or other removal from the general education environment, would be considered only when the IEP Team determines that a student's education in regular classes cannot be satisfactorily achieved even with the use of supplementary aids and services. In such case, the Team must clearly define expected benefits to the student from the identified special education program to address the full range of the student's needs in the areas of academic achievement, social development, physical development and emotional needs. The parent or guardian must be provided a Notice of Recommended Educational Placement (NOREP) which describes the identified placement and documents the program and placement options considered for the student and a rationale for those options not selected.

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, a transition plan is developed to assist the student in a smooth transition back to the neighborhood school, regular education classroom and/or the IEP Team reconvenes to discuss appropriate placement in the least restrictive environment.  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. The Central Valley School District has designed programs and activities to support inclusive practices to include but not limited to the following:

● Unified Youth Committee at the high school which includes a student leadership group consisting of students with disabilities partnering with typical peers.

● Unified Interscholastic sport teams at the high school which consists of students with disabilities teaming alongside with typical peers to participate in competitions.

- Academic support study halls and/or scheduled skill times are built into the daily schedule at all grade levels to allow students who participate in regular education courses to access assistance from special education teachers and/or paraprofessionals with regard to course work and/or to build skills related to IEP goals.

- Paraprofessionals are available to assist within regular education classrooms throughout the day to assist with behavior monitoring, academic review, transition activities, and health related needs as identified by the school nurse, student physician, and/or included as a health related service in the IEP.

- Opportunity for students in all grades to participate in extra curricula activities such as dances, clubs, field trips, service learning activities, athletic teams, unified sports teams through special olympics, team managers, office assistants, peer mentor/buddy, intramurals, etc.

- Common planning time is allotted for special and regular education teachers to collaborate and plan to meet student needs.

- Training with regard to inclusive practices, curriculum modifications, and differentiated instruction is ongoing for administrators, special education teachers, regular education teachers, paraprofessionals, and parents.

- Technology training is provided to teachers and paraprofessionals to assist with technology related supports within the classroom.

- The district contracts with the BVIU to provide hearing support services within our neighborhood schools.

- The district contracts with Western Pennsylvania School for the Blind to provide vision services within our neighborhood schools as appropriate.

## *Behavior Support Services*

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

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 and only when aggressive or self

injurious behavior occurs such that the student is acting in a manner that considers him/her to be a clear and present danger to himself, to other students, or to employees. Functional behavior assessments are conducted for individual students who display behaviors of concern. Positive Behavior Support Plans are 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.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.

2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.

3. Staff are authorized to use the restraint and have received appropriate training.

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

Following the use of a restraint, parents are notified immediately, and an IEP meeting is held to determine whether or not the student requires a new or revised Reevaluation, Functional Behavior Assessment, Positive Behavior Support Plan, or a change of placement. Aversive techniques are never to be used and restraints and discipline are not to be used as a substitute for a positive behavior management program.

In the event that a student is referred to law enforcement, an updated Functional Behavioral Assessment and Behavior Support Plan shall be required for students with disabilities. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's Functional Behavioral Assessment and Behavior Support Plan.

Recent behavioral initiatives include the revision or procedures for 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 to 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.

School Wide Positive Behavior Intervention and Support (SWPBIS) Teams have been developed in grade K-8 buildings to support the social, emotional, and behavioral needs of students. In May of 2017, the District was recognized by the state of Pennsylvania for implementing Tier 1 behavioral supports with fidelity to all students. The SWPBIS framework focuses on sustaining and providing supports through a three-tiered system that runs parallel to academic supports of the Multi-Tiered System of Supports (MTSS). Tier 1 is a universal level which serves as the foundation for teaching the expected behaviors to all students through

the use of direct instruction techniques and positive reinforcement. Tier 2 supports involve identifying a targeted group of students who are in need of specific interventions, and Tier 3 supports provide individualized interventions through more intensive supports designed to help students with significant social/emotional needs. Students in need of supports are identified by building level data teams who analyze data from students' Office Discipline Referrals (ODR) which are tracked in the School-Wide Information System Suite (SWISS) in order to determine the appropriate intervention(s) for students. Ongoing efforts are underway to develop and implement strong Tier 2 and Tier 3 supports in order to meet the needs of all students in their least restrictive environment. Check and Connect and Check-in/Check-out procedures are utilized to assist students with demonstrating appropriate behavior and progress in monitored through data collection. School counselors and the school psychologist provide small group and individual counseling to students based on area of need, and the Central Valley School District has partnered with Glade Run Lutheran Services in order provide school based mental health opportunities to our students. The District currently hosts 3 satellite outpatient offices at Center Grange Primary School, Todd Lane Elementary School, and Central Valley Middle School. Plans are being developed to obtain an additional satellite office at the Central Valley High School in the Fall of 2018. For students with significant needs, Student Assistance Program Team Members assist teachers and parents with the referral process to ensure that students are connected with appropriate outside agencies in order to meet their needs. Additional training and consultation with regard to enhancing Tier 2 and Tier 3 supports are ongoing through collaboration with IU 27, PaTTAN, and the Pennsylvania Positive Behavior Support Network.

Overall, a classroom climate encouraging tolerance and acceptance of students with diverse learning needs is a priority of the district.  Currently, the District implements 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, Self-Regulation, Coping 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 certified School Counselors and the School Psychologist

- Rehabilitation for Empowerment, Natural Supports, Education, and Work Initiative (RENEW)

- Mentoring and Peer Mentoring

- Check and Connect

- Check in/Check Out

- 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., School Wide Positive Behavior Support Teams at CG, TL, and CVMS, Middle School Brave Warrior program, High School Connect program coordinated by a trained Special Education teacher and coordinated through the regular education English 10

classroom, High School Anti-bullying Team and High School Unified Youth Club also coordinated by a trained Special Education teacher

● 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 Unified Youth Club

● Positive Behavior Support plans and Functional Behavior Assessment to include on-site trainings and collaboration with the Special Education Supervisor and School Psychologist and off-site training provided by IU 27 and PaTTAN

● 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

● School Resource Officer

● Classroom behavior systems

● Sensory rooms and/or sensory areas within the classroom

● On-site training and guided support by the Special Education Supervisor, School Psychologist, and School Counselors to heighten awareness and support effective evidence based behavioral strategies

● Trainings provided through IU 27 TAC staff, PaTTAN consultants, Prevention Network, 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 Beaver Valley Intermediate Unit (IU # 27) Training and Consultative staff, PaTTAN consultants, contacts outside placements, neighboring school districts, service providers, and advocacy groups such as Beaver County Behavioral Health-Direct Service Unit, Valley Behavioral Health, Achieva, MHMR, The Prevention Network, etc.) to look at individual student needs. The IU #27 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, and 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 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 the local Intermediate Unit

- Representative of key agencies and organizations

- School Psychologist

- Building Principal(s)

    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.

In the case of an extreme emotional emergency, the student would be referred immediately to Beaver County Crisis for crisis intervention, evaluation, counseling, and recommendations. Currently there is one student in the district who needs vision services at this time. The District has contracted with the Western PA School for the Blind to provide vision therapy on a weekly basis for this student. If additional students would be identified as in need of vision services or evaluation, the District would contract additional hours with the Western PA School for the Blind.

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. 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. There are several students who benefit from a hybrid schedule of traditional and cyber classes within the District, and currently 2 students receive special education services are enrolled full time in the Central Valley Cyber Academy.

CVSD also utilizes the the services of local public special education schools and approved private school placements such as the Watson Institute, The School at McGuire Memorial, and New Horizon and also partners with local neighboring school districts to provide services and/or placements that are not available within the district.

The most restrictive placement of Instruction in the Home is utilized only when a student is too medically fragile or has a medical disorder which determines such placement is medically necessary.

## *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. A continued strength of the Central Valley special education program includes 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. To assist our students with social skills deficits to successfully participate in an inclusive environment, social skills and coping skills groups exist across the district to provide ongoing supports for students who struggle in those areas. Ongoing training for special education teachers and paraeducators continues to develop 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 are intentionally provided opportunities with community based field trips and instruction so that skills can be applied in the community setting. This type of community based instruction continues throughout each grade level as needed to help students gain awareness and knowledge of the world around them while encouraging them to apply educational skills to everyday life. Additionally, Central Valley Middle School (CVMS) and Central Valley High School (CVHS) have time embedded into the regular schedule to provide opportunities for students with special needs to join their peers in clubs, intramurals, and other activities. CVMS and CVHS special education teachers utilize peer buddies within their classrooms to assist students with generalizing social skills, enhancing organization skills, and increasing student independence from adult caretakers. The staff at CVHS has partnered with Unified Interscholastic Sports through Special Olympics of Pennsylvania to obtain resources to support a Unified Youth Club which partners students with special needs and typical peers to develop and implement whole school engagement activities to promote inclusive practices and foster friendships within the school building. This organization also provides the District with resources and support to enable student participation in two Unified Interscholastic Sports, Bocce and Track and Field. Students with disabilities compete alongside typical peers by attending matches/meets at neighboring schools just as they would if participating in a traditional school sport.

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 to prepare students to meet employment goals.

Outside agencies and our community at large are enlisted to strengthen the program.  During the school year, high school students work with through partnerships with outside agencies to complete a 90 hour paid work experience. They are mentored by job coaches in employment/training settings within the school district and the community, which can result in career opportunities. High school students are also involved with Bender Leadership Academy, Pre-Employment Transition Services (P.E.T.S) and the Beaver County YES Academy to learn skills that will help them achieve full time competitive employment after graduation. Outside financial grants are currently being pursued to fund and support additional transition opportunities. As part of our transition program, a student who may be experiencing difficulty in a traditional high school setting can take advantage of alternative educational opportunities such as certification programs at both the Beaver County Career and Technology Center and Community College of Beaver County for the Aviation Academy and Health Academies.

Additionally, students have extended job shadowing experiences; in-school apprenticeships in the cafeteria, janitorial/maintenance division, school and the Central Valley Warrior Food Pantry.  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 junior and senior year to assist with guidance and training with regard to post secondary resources and funding for individuals with disabilities.

5. Central Valley also recognizes the challenge of transitioning between school buildings for students with disabilities.  A proactive approach to ensure successful transitions is taken, with an emphasis from elementary school to middle school and middle school to high school.  Activities designed to assist both parents and students with transition include: a specialized transition day, tailored to the special education population transitioning from grades 5 to 6 and grades 8 to 9, which foster a welcoming and informative approach to the routines and procedures of the respective buildings, a yearly connection from middle school to high school is made by taking middle school students to the high school kitchen lab to prepare a full meal and generalize learned skills while gaining familiarity with the high school building and staff, and special education teachers meet with students and families prior to their transition to a new

school building to address concerns and provide small group and/or individualized tours to assist with the transition process.

6. 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 continued maintenance and implementation of its ASAP (All Students' Advancement Program). Research based interventions and foundational skill reinforcement are provided in a small group setting. 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 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. Speech and Language Teachers also provide home programs for non-eligible students who have developmentally appropriate sound errors as a preventative intervention.

7. The Central Valley School District understands the importance of teaching preventative strategies, defining student expected behaviors, and supporting appropriate behaviors through the implementation of the School Wide Positive Behavior Interventions and Supports (SWPBIS). The SWPBIS framework focuses on sustaining and providing supports through a three-tiered system that runs parallel to the academic supports of a comprehensive multi-tiered system of support (MTSS). Tier 1 (universal level) serves as the foundation for teaching the expected behaviors to students utilizing a common language amongst students and staff and focusing on positive reinforcement when students meet desired expectations. Tier 2 (targeted group) provides students targeted interventions who require additional support in one or more areas of need related behavioral, social, and/or emotional needs, and Tier 3 (individual) gives more intensive supports designed to help students with significant social/emotional needs through research based interventions. SWPBIS teams meet regularly to ensure that the universal level of supports are implemented with fidelity. Additional SWPBIS data teams analyze behavioral data related to students' Office Discipline Referrals (ODR) which are tracked in the School-Wide Information System Suite (SWISS) to determine the appropriate interventions for students. Center Grange Primary School, Todd Lane Elementary School, and the Central Valley Middle School have all been recognized by the state for implementing Tier 1 SWPBIS programming with fidelity. Ongoing efforts are underway to develop and implement strong tier 2 and tier 3 supports for students and to obtain state recognition for implementing such tiered supports with fidelity. Furthermore, the District has partnered with Glade Run Lutheran Services to provide school based mental health opportunities for students in grades K-8. This partnership is to be expanded to include grades 9-12 in the Fall of 2018 in order to provide students with a continuum of emotional and behavioral supports within their neighborhood school.

8. The District believes that developing 21st century skills will prepare students to be productive members in society. The Central Valley School district believes in developing and fostering these skills through a district-wide 1:1 initiative and the creation of STEM labs. At the middle and high school levels, the IPAD serves as the primary instructional tool used instead of the traditional textbooks and worksheets. At the elementary levels, the IPAD is incorporated to enhance the educational process and assist with differentiated instruction in the classroom. The use of technology provides individualized instruction and student engagement to meet a variety of student needs within the general education and/or special education classrooms. With the creation of three STEM labs, students are exposed to hands-on experiences that integrate the areas of Science, Technology, Engineering, and Mathematics. Students have opportunities to collaborate with others to create robots, design and model using CAD, use a 3D printer, and build 3-dimensional figures. A K -12 STEAM Expo is organized to showcase students' creations in the STEM labs and also

an opportunity to partner with local businesses to show the importance of these skills for future employment and career opportunities.

9. The District's commitment to participation in PaTTAN's Autism Initiative is an asset to elementary students and their families as students begin to transition to school age services. The District has dedicated two classrooms and appropriate staff to provide verbal behavior programming and applied behavioral analysis techniques for students with severe communicative, behavioral, and social delays so that they may participate meaningfully within the school district and the curriculum. This program utilizes a collaborative approach between consultants, teachers, school staff, and families which builds trust and rapport amongst all individuals working with the child in order to provide consistency and continuity of care. The program utilizes research based curriculum and programming to meet the wide array of needs for students with Autism and other significant disabilities who demonstrate communication and behavioral needs as determined by research based diagnostic tools. The Autism Initiative utilizes intensive teaching procedures that allow for students to demonstrate mastery of skills in multiple areas of verbalization, communication, behavior, and socialization areas which impact daily life and the ability to access academic curriculum and participate with typical peers. The program fosters data driven decision making to determine student progress and need for successive programming both within the special education and regular education settings so that students can benefit from typical peer models. Program procedures include applying specific teaching procedures to allow for general education curriculum to become accessible for students participating in the program. Classroom practices are reviewed by qualified personnel from PaTTAN twice per year to ensure growth, progress, and accountability for the program implementation within our classrooms to ensure that students are provided quality teaching and learning opportunities within the least restrictive environment.

# Assurances

## 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 | Nonresident | Gateway Rehabilitation Center | 4 |

## Least Restrictive Environment Facilities

| Facility Name | Type of Facility | Type of Service | Number of Students Placed |
|---|---|---|---|
| New Horizon School- Beaver Valley Intermediate Unit (IU #27) | Special Education Centers | IU operated special education center providing Full Time Emotional Support | 3 |
| The School at McGuire Memorial | Approved Private Schools | An approved private school providing Full Time Autistic support | 2 |
| The Education Center at Watson Institute | Approved Private Schools | A private school providing Full Time Autistic support | 4 |
| Instruction in the Home | Instruction in the Home | Multiple Disability Support | 1 |
| New Horizon School- Beaver Valley Intermediate Unit (IU #27) | Special Education Centers | IU operated special education center providing Full Time Multiple Disability Support | 1 |
| New Horizon School- Beaver Valley Intermediate Unit (IU #27) | Special Education Centers | IU operated special education center providing Full Time Life Skills Support | 5 |
| The School at McGuire Memorial | Approved Private Schools | An approved private school providing Full Time Multiple Disability Support | 1 |

## Special Education Program Profile

**Program Position #1**

    *Operator:* School District

    **PROGRAM DETAILS**

        *Type:*

        *Implementation Date:*

    **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 5 to 8 | 4 | 0.5 |
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 5 to 8 | 10 | 0.5 |
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #2**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 17, 2017

*Reason for the proposed change:* A student has recently been identified as needing emotional support services. The IEP team is also considering changing the placement of two students from itinerant to supplemental learning support.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 6 to 8 | 14 | 0.28 |
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 6 to 9 | 5 | 0.1 |
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 6 to 9 | 5 | 0.42 |
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 6 to 9 | 4 | 0.2 |
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #3**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 17, 2017

*Reason for the proposed change:* Students are being evaluated and could be considered in need of emotional support

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 8 to 11 | 2 | 0.18 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 8 to 11 | 3 | 0.38 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 11 | 8 | 0.4 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 8 to 11 | 2 | 0.04 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #4**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* January 9, 2017

*Reason for the proposed change:* Student enrolled from out of state who receives emotional support. Student has been evaluated as per PA guidelines and found to be eligible for emotional support.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 9 to 12 | 2 | 0.25 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 12 | 12 | 0.6 |

| Locations: | | | | |
|---|---|---|---|---|
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 8 to 11 | 3 | 0.15 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #5**

      *Operator:* School District

      **PROGRAM DETAILS**

            *Type:* Position

            *Implementation Date:* March 17, 2017

            *Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.

      **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 8 to 11 | 28 | 0.57 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 8 to 11 | 4 | 0.33 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 8 to 11 | 5 | 0.1 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #6**

      *Operator:* School District

      **PROGRAM DETAILS**

            *Type:* Position

            *Implementation Date:* March 17, 2017

            *Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.

      **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 9 to 12 | 3 | 0.25 |

| | | | | |
|---|---|---|---|---|
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 9 to 12 | 32 | 0.65 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 9 to 12 | 5 | 0.1 |
| Locations: | | | | |
| Todd Lane Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #7**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 17, 2017

*Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs. Additionally a new student has been identified with Autism who requires itinerant level support.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 12 to 15 | 4 | 0.5 |
| Justification: Caseload is not greater than 3 years. | | | | |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 15 | 7 | 0.36 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 12 to 15 | 1 | 0.05 |

| Locations: | | | | |
|---|---|---|---|---|
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 12 to 15 | 1 | 0.09 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #8**

  *Operator:* School District
  **PROGRAM DETAILS**
    *Type:* Position
    *Implementation Date:* March 17, 2017
    *Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.
  **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 15 | 15 | 0.77 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 12 to 15 | 2 | 0.1 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 12 to 15 | 1 | 0.13 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #9**

  *Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 17, 2017

*Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 11 to 13 | 2 | 0.17 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 11 to 13 | 25 | 0.5 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 11 to 13 | 5 | 0.1 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 13 | 4 | 0.2 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #10**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 17, 2017

*Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 12 to 15 | 5 | 0.1 |
| Locations: | | | | |

| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |
|---|---|---|---|---|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 12 to 15 | 27 | 0.55 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 12 to 15 | 3 | 0.25 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 15 | 2 | 0.1 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #11**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 17, 2017

*Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 12 to 15 | 3 | 0.25 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 12 to 15 | 5 | 0.1 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 12 to 15 | 27 | 0.55 |

| Locations: | | | | |
|---|---|---|---|---|
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 15 | 2 | 0.1 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #12**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: March 17, 2017

Reason for the proposed change: Revision of program profile for special ed plan. FTE generated in anticipation of future needs.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 13 to 16 | 3 | 0.25 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 13 to 16 | 5 | 0.1 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 13 to 16 | 27 | 0.55 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 16 | 2 | 0.1 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #13**

*Operator:* School District
**PROGRAM DETAILS**
>*Type:* Position
>*Implementation Date:* March 17, 2017
>*Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 14 to 18 | 3 | 0.25 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 14 to 18 | 25 | 0.5 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 14 to 18 | 7 | 0.15 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 2 | 0.1 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #14**
>*Operator:* School District
**PROGRAM DETAILS**
>*Type:* Position
>*Implementation Date:* March 17, 2017
>*Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 16 to 20 | 3 | 0.25 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 16 to 20 | 5 | 0.1 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 16 to 20 | 27 | 0.55 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 16 to 20 | 2 | 0.1 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #15**
>    *Operator:* School District
>    **PROGRAM DETAILS**
>       *Type:* Position
>       *Implementation Date:* March 17, 2017
>       *Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.
>    **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 15 to 19 | 2 | 0.1 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 15 to 19 | 13 | 0.65 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 16 to 20 | 2 | 0.25 |

| Locations: | | | | |
|---|---|---|---|---|
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #16**

       *Operator:* School District

       **PROGRAM DETAILS**

              *Type:* Position

              *Implementation Date:* March 17, 2017

              *Reason for the proposed change:* Revision of program profile for special ed plan. FTE generated in anticipation of future needs.

       **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 15 to 20 | 4 | 0.5 |
| Justification: Some students exercise their rights to maintain in school until they are 21. Individual class periods are grouped to limit the age range as much as possible. | | | | |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 15 to 20 | 2 | 0.1 |
| Justification: Students exercise their right to maintain educational services until the age of 21. Individual class periods are scheduled to limit the age range to the maximum extent possible. | | | | |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 15 to 18 | 8 | 0.4 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #17**

       *Operator:* School District

       **PROGRAM DETAILS**

              *Type:*

              *Implementation Date:*

       **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|

| Itinerant | Speech and Language Support | 5 to 8 | 55 | 0.85 |
|---|---|---|---|---|
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 12 to 16 | 1 | 0.01 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 15 to 21 | 9 | 0.14 |
| Justification: The speech teacher intentionally designs sessions to group students within the mandated 3 year age span and/or focuses on same speech goals. | | | | |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #18**
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 8 to 11 | 32 | 0.5 |
| Locations: | | | | |
| Todd Lane Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 12 to 15 | 22 | 0.34 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 15 to 21 | 10 | 0.16 |
| Justification: Students exercise right to remain in education until age 21. They are not grouped with students outside of the 4 year age range for services. | | | | |

| Locations: | | | | |
|---|---|---|---|---|
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #19**

       *Operator:* Intermediate Unit

       **PROGRAM DETAILS**

          *Type:*

          *Implementation Date:*

       **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Deaf and Hearing Impaired Support | 5 to 8 | 3 | 0.06 |
| Locations: | | | | |
| Center Grange Primary Center | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Deaf and Hearing Impaired Support | 9 to 11 | 1 | 0.02 |
| Locations: | | | | |
| Todd Lane Elementary | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Deaf and Hearing Impaired Support | 12 to 15 | 1 | 0.02 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Deaf and Hearing Impaired Support | 16 to 18 | 1 | 0.02 |
| Locations: | | | | |
| Central Valley High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #20**

       *Operator:* School District

       **PROGRAM DETAILS**

          *Type:* ClassandPosition

          *Implementation Date:* August 22, 2016

       **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|

| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 5 to 7 | 5 | 0.63 |
|---|---|---|---|---|
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 5 to 7 | 7 | 0.35 |
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #21**
>>*Operator:* School District
>>**PROGRAM DETAILS**
>>>*Type:* Position
>>>*Implementation Date:* August 22, 2016
>>**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 5 to 8 | 26 | 0.4 |
| Locations: | | | | |
| Center Grange Primary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 12 to 15 | 6 | 0.1 |
| Locations: | | | | |
| Central Valley Middle School | A Middle School Building | A building in which General Education programs are operated | | |

## 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 | 18 |

## Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---|---|---|
| Beaver Valley Intermediate Unit (IU #27)- Audiological Services | Intermediate Unit | 10 Minutes |
| AOT inc.- Occupational Therapy | Outside Contractor | 5 Days |
| MRS Physical Therapy- Physical Therapy | Outside Contractor | 16 Hours |
| Western PA School for the Blind- Vision Therapy | Outside Contractor | 1 Hours |

# District Level Plan

## Special Education Personnel Development

### Autism

**Description**

Personnel Development for autism includes:

- Ongoing in-house consultation with Special Education Supervisor at annual IEP meetings and as needed

- Professional learning communities with guided practice during joint planning periods with Regular and Special Education Teachers

- Individual consultation as needed with outside agencies

- Functional Behavioral Assessment and Positive Behavior Support Plan on-site trainings with School Psychologist

- Sensitivity Training

- Training and consultation from PaTTAN's Autism Initiative Consultants

- De-escalation training

Evidence: Students with Autism will remain in district and make progress toward IEP goals in their least restrictive environment. 100% of students with Autism who graduate from CVSD with the skills and resources to enter the adult world and meet individual post school outcomes.

**Person Responsible**      Special Education Supervisor
**Start Date**                       8/27/2018
**End Date**                         6/11/2021
**Program Area(s)**            Special Education

### Professional Development Details

| Hours Per Session | 1.0 |
|---|---|
| # of Sessions | 6 |
| # of Participants Per Session | 18 |
| Provider | LEA, IU 27 TAC Staff, PaTTAN Consultants |
| Provider Type | IU |

| | |
|---|---|
| **PDE Approved** | Yes |
| **Knowledge Gain** | All Central Valley staff working with students identified with Autism will have a greater understanding of how to choose appropriate supplementary aids and services and specially designed instruction to ensure students receive instruction in the least restrictive environment. |
| **Research & Best Practices Base** | The Special Education Supervisor participates in monthly consultation provided by PaTTAN's Autism Initiative Consultants in order to provide up to date research based methods of instruction and behavioral supports to teachers, students, and parents. |
| **For classroom teachers, school counselors and education specialists** | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. |
| **For school or LEA administrators, and other educators seeking leadership roles** | 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. |
| **Training Format** | LEA Whole Group Presentation<br>Department Focused Presentation<br>Professional Learning Communities<br>Offsite Conferences |
| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Paraprofessional<br>Related Service Personnel<br>Parents |
| **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |

| | |
|---|---|
| **Follow-up Activities** | Creating lessons to meet varied student learning styles<br>Joint planning period activities<br>Review of student LRE |
| **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Classroom student assessment data<br>Participant survey<br>IEP Team recommendations and progress monitoring data |

## Behavior Support

**Description**

Personnel Development for behavior includes:

- Nonviolent Crisis Prevention Intervention (CPI) 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

- Functional Behavior Assessments and Positive Behavior Support Plans to design individual positive behavioral strategies

- School Wide Positive Behavior Interventions and Support (SWPBIS) Training

Evidence:

- Annual SWPBIS site review data

- Review of Functional Behavior Assessments and Positive Behavior Support Plans at annual IEP meetings to include review of student progress

- Review of CPI Team documentation

- Agenda and sign-in sheets from professional development activities

| | |
|---|---|
| **Person Responsible** | Special Education Supervisor, School Psychologist, and Building Principals |
| **Start Date** | 8/18/2014 |
| **End Date** | 6/30/2017 |
| **Program Area(s)** | Special Education, Student Services |

## Professional Development Details

| | |
|---|---|
| **Hours Per Session** | 3.0 |
| **# of Sessions** | 6 |
| **# of Participants Per Session** | 20 |
| **Provider** | IU 27, Special Education Supervisor, and School Psychologist |
| **Provider Type** | School Entity |
| **PDE Approved** | Yes |
| **Knowledge Gain** | Central Valley Staff will understand how to use data to develop and implement successful behavior interventions and supports as part of the MTSS process. |
| **Research & Best Practices Base** | The District implements SWPBIS programs in grades K-8 using research based interventions as part of the MTSS framework. SWPBIS programming is reviewed annually by Pennsylvania Positive Behavior Support Network facilitators. |
| **For classroom teachers, school counselors and education specialists** | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. |
| **For school or LEA administrators, and other educators seeking leadership roles** | Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
| **Training Format** | LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences |

| | |
|---|---|
| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Paraprofessional<br>New Staff<br>Related Service Personnel |
| **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
| **Follow-up Activities** | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>Analysis of student work, with administrator and/or peers<br>Joint planning period activities |
| **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Classroom student assessment data<br>Participant survey<br>Progress monitor programs using data analysis tools |

## Paraprofessional

**Description**        Personnel Development for paraprofessionals includes:

- Roles and Responsibilities of the Paraprofessional in an Inclusive Setting

- De-Escalation Techniques and Supporting Students with Challenging Behavior

- Using Technology to Support Instruction and Student IEP Goals

- Supplementary Aids and Services

- Social Skills and Unwritten Rules of Social Behavior

- First Aid and CPR

Evidence:

- Each paraprofessional will have a daily schedule with clearly defined roles and responsibilities that they will implement. Student achievement will increase allowing more students to participate within the regular education classroom and general education curriculum.

- Meeting agendas and sign-in sheets

- 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

- Increase in student achievement and participation within the regular education classroom and the general education curriculum.

- 100% of Paraprofessionals will hold CPR certification.

| **Person Responsible** | Special Education Supervisor |
| **Start Date** | 8/27/2018 |
| **End Date** | 6/11/2021 |
| **Program Area(s)** | Special Education |

### Professional Development Details

| | |
|---|---|
| **Hours Per Session** | 2.0 |
| **# of Sessions** | 10 |
| **# of Participants Per Session** | 38 |
| **Provider** | Special Education Supervisor and Special Education Teachers |
| **Provider Type** | School Entity |
| **PDE Approved** | Yes |
| **Knowledge Gain** | Paraprofessionals will have a better understanding of student disabilities and resources available to support student needs. |

| Research & Best Practices Base | All trainings are developed using research based resources and focus on best practices. |
|---|---|
| For classroom teachers, school counselors and education specialists | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. |
| For school or LEA administrators, and other educators seeking leadership roles | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
| Training Format | LEA Whole Group Presentation<br>Online-Synchronous<br>Online-Asynchronous<br>Offsite Conferences |
| Participant Roles | Paraprofessional |
| Grade Levels | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
| Follow-up Activities | Paraprofessionals will work with supervising teachers to clearly define roles and responsibilities |
| Evaluation Methods | Observation of Paraprofessionals within the classroom and Paraprofessional schedules with designated roles and responsibilities |

## Reading NCLB #1

**Description**        Personnel Development for reading includes:

- Differentiated instruction

- Progress monitoring tools and rate of improvement training

- Utilizing assistive technology in the classroom

- Research based instructional practices

- Language Essentials for Teachers of Reading and Spelling (LETRS) Training

- Text Dependent Analysis Training

- Continue MTSS process for grades K-5 to include evidence based reading interventions

Evidence

- Analyze PVAAS data to review student growth

- MTSS progress monitoring data

- IEP progress monitoring data

| | |
|---|---|
| **Person Responsible** | Director of Curriculum, Instruction, and Assessment, Special Education Supervisor, and Building Principals |
| **Start Date** | 8/27/2018 |
| **End Date** | 6/11/2021 |
| **Program Area(s)** | Professional Education, Special Education, Student Services |

## Professional Development Details

| | |
|---|---|
| **Hours Per Session** | 3.0 |
| **# of Sessions** | 8 |
| **# of Participants Per Session** | 30 |
| **Provider** | Central Valley School District |
| **Provider Type** | School Entity |
| **PDE Approved** | Yes |
| **Knowledge Gain** | Central Valley Staff will understand how to use and analyze data in order to to make informed instructional decisions to increase student achievement. |

| | |
|---|---|
| **Research & Best Practices Base** | Training and consultation will focus on evidence based reading programs and interventions and using data to make appropriate instructional decisions. The District consults with IU 27, PaTTAN, and other local intermediate units to ensure trainings include up to date research based practices. |
| **For classroom teachers, school counselors and education specialists** | Enhances the educator's content knowledge in the area of the educator's certification or assignment.<br>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. |
| **For school or LEA administrators, and other educators seeking leadership roles** | 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.<br>Provides leaders with the ability to access and use appropriate data to inform decision-making. |
| **Training Format** | Series of Workshops<br>School  Whole Group Presentation<br>Professional Learning Communities<br>Offsite Conferences |
| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Other educational specialists |
| **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
| **Follow-up Activities** | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>Analysis of student work, with administrator and/or peers<br>Creating lessons to meet varied student learning styles |

| | |
|---|---|
| | Joint planning period activities |
| **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Student PSSA data<br>Standardized student assessment data other than the PSSA<br>Participant survey<br>Review of IEP and MTSS progress monitoring data |

## Transition

**Description**

Personnel Development for transition includes:

- Attendance at monthly county-wide training

- Trainings and collaboration with outside agencies and community resources

- On-going trainings and consultation with the district's full time Transition Coordinator

- Family engagement trainings

- Parent Trainings at annual IEP meetings and Open House events

- Indicator #13 Training for new staff

Evidence:

- Student Transition Portfolios

- Students will report increased access to and participation in community resources.

- Contacts and partnerships with community resources and agencies

- Review of SPP target data

- Agendas and sign in sheets from professional development activities

**Person Responsible**　　　Transition Coordinator and Special Education Supervisor

**Start Date**  8/27/2018
**End Date**  6/11/2021
**Program Area(s)**  Special Education

## Professional Development Details

| | |
|---|---|
| **Hours Per Session** | 1.0 |
| **# of Sessions** | 7 |
| **# of Participants Per Session** | 8 |
| **Provider** | Community Partners and School District Personnel |
| **Provider Type** | Community Non-profit Organization, School Entity, IU 27 and PaTTAN Consultants |
| **PDE Approved** | Yes |
| **Knowledge Gain** | Special Education Teachers will write effective transition goals for student IEPS and IEP Teams will link families to appropriate community resources and outside agencies. |
| **Research & Best Practices Base** | IEP Teams will follow the process as outlined by Indicator 13 training and follow best practices when developing transition plans for students. |
| **For classroom teachers, school counselors and education specialists** | Empowers educators to work effectively with parents and community partners. |
| **For school or LEA administrators, and other educators seeking leadership roles** | Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results. |
| **Training Format** | Series of Workshops Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences |
| **Participant Roles** | Classroom teachers Principals / Asst. Principals School counselors New Staff |

| | |
|---|---|
| | Related Service Personnel<br>Parents |
| **Grade Levels** | Middle (grades 6-8)<br>High (grades 9-12) |
| **Follow-up Activities** | Joint planning period activities<br>Monthly Transition Coordinator Meetings and Parent Trainings at Annual IEP Meetings |
| **Evaluation Methods** | Participant survey<br>Portfolio<br>Student Transition Portfolios, Senior Summary Data Collection, Student Exit Interview, and Revisit and Review Exit Survey Data Post Graduation |

# Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

*No signature has been provided*

*Board President*

*Superintendent/Chief Executive Officer*