

Conneaut SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

219 W School Dr
 Linesville, PA 16424
 (814)683-5900
 Superintendent: Jarrin Sperry
 Director of Special Education: Susy Walters

Planning Committee

Name	Role
John Hines	Administrator : Special Education
Jarrin Sperry	Administrator : Special Education Schoolwide Plan
Monica Weed	Ed Specialist - School Psychologist : Special Education
Korrin Thomas	Elementary School Teacher - Special Education : Special Education Schoolwide Plan
Stephanie Billig	Middle School Teacher - Regular Education : Special Education
Susie Kline	Middle School Teacher - Regular Education : Special Education
Megan Spellman	Parent : Special Education
Susy Walters	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 405

Identification Method

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

The Conneaut School District operates a Building Level Team (BLT) process as the main component for identifying students with learning disabilities. The BLT process involves three components: screening, interventions, and data review. The Building Level Team is comprised of the following individuals: principal, guidance counselor, school psychologist, Speech/Language Pathologist, Director of Special Education, and other staff as requested by the BLT.

Screening

- Review of student records (attendance, discipline, grades)
- Health information (vision, hearing, and medication)
- Curriculum and performance assessments (PSSA F&P, current grades, Keystone exams, Study Island)
- Academic and intellectual functioning

Intervention

- Based on screening data and Differentiated Instruction (DI)

Data Review

- Conducted during bi-monthly meetings
- Determine the effectiveness of interventions and student progress
- Team determination for formal referral for Special Education eligibility testing

The Conneaut School District also honors any parent request for an evaluation, and will submit these students to the BLT process for additional information and interventions.

The evaluation process consists of review of information gathered during the BLT process and

assessments of intellectual functioning and academic achievement. The Conneaut School District utilizes a discrepancy model which identifies a gap between intellectual functioning and academic achievement for identifying students with learning disabilities.

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>

No Disproportionalities

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?

There are no facilities which provide for non-resident students located within the Conneaut School District borders.

In order to ensure FAPE for our 1306 students, the Conneaut School District participates in all IEP meetings with the facility housing our student/s. The Director of Special Education or School Psychologist meet with staff of the 1306 facility to provide consultation as well as monitor student progress. District personnel also attend meetings in order to ensure that FAPE is being offered in the least restrictive environment.

Barriers and problems which limit the district's ability to meet its obligations include the fact that we are located in a rural area without any 1306 facilities within our borders. Our students are often placed a measurable distance outside of our borders in order to meet programing needs. Most of these placements are a result of adjudication or Children and Youth Services placement. The SPP target is 4.9% and the Conneaut School District had 6.0% of its' students placed in Other Settings. In order to meet the SPP target, the district will provide training for our entire district staff on working with students experiencing trauma. This will help teachers and staff to better understand the needs of our economically disadvantaged students who often have difficulties functioning within the school environment. Principals will also reinforce the importance of inclusion at faculty meetings to assist teachers in empathizing with students with special needs.

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).

Once the Conneaut School District is in receipt of form 4605 that a Conneaut School District student is incarcerated and in need of educational programming, the district will send all pertinent records (ER, IEP, FBA PBSP, etc.) to ensure FAPE for that student. If an incarcerated student is found to have been eligible, was/is thought to be eligible, or if questions regarding the status of special education arise, the district in which the facility is located is contacted to convene an IEP team meeting. The Conneaut School District contacts the parents of the student and attends the meetings.

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.

The Conneaut School District practices the policy that each student is educated within the Least Restrictive Environment. Placement outside of the students' home school, with his or her regular education peers, is considered only in the event that the IEP team determines that FAPE cannot be provided within the regular setting of the student. Supplementary Aides and services are provided within the Least Restrictive Environment in order for the students to access the curriculum. If the IEP Team determines that a more restrictive environment is necessary in order to provide FAPE, the team also answers questions regarding SAS and extracurricular activities further clarify the needs of the student in the least restrictive environment.

Presently, the Conneaut School District has a comprehensive array of programs and services available either within the district, at locations operated by neighboring districts by the Intermediate unit, or through participation in IU operated multiple-district programs within three county areas. Programming is also provided through private institutions. All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the

placement continuum, beginning with programs and services at the student's home school buildings, flows through the following process:

- The placement decisions are made at the IEP Meeting with parent participation.
- The students full range of needs are discussed and determined.
- The full range of placement options are discussed and considered beginning with services provided in the regular education setting.
- Movement to a more restrictive setting outside of regular education would be determined appropriate only when services could not be beneficial/appropriately delivered in the regular education setting.
- Decisions for placement will be made based solely upon the educational needs of the individual student.
- Whenever a student is placed into a program outside of the regular education setting, within or outside of the home school building or district, the IEP team will consider opportunities for the student to participate in appropriate programs, activities (curricular and extra-curricular), and inclusionary setting as appropriate.

The removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

Conneaut School District supports students with disabilities to access the general education curriculum in the LRE. The following programs and trainings have been introduced in order to enhance and expand the continuum of supports/services and education placement options available within the district:

- DI (Differentiated Instruction)
- In-serviced staff using the following program Instructional Strategies for the Differentiated Classroom
- Inclusion
- CPI Crisis Prevention Intervention
- SAP Student Assistance Program
- BLT Building Level Team program
- On Hands Student Data Retrieval system
- PSSA
- Keystone Exams
- Study Island
- PVAAS

- STAR Reading Report
- New Teacher Induction
- Technology Training
- Transition Services
- Requested support services through Intermediate Unit #5 and PATTAN

The above programs and trainings have been accomplished through:

- Act 80 Days
- Site-based training
- District In-Service Days
- Teleconferences and Webinars
- Workshops
- IU Trainings
- PDE/PATTAN
- Graduate Courses
- Continuing Education Credits (Act 48 credits)
- Summer Professional Development

Supplementary Aids and Services

Collaborative

: Adults working together to support students - Scheduled time for co-planning and team meetings: Instructional arrangements that support collaboration (co-teaching, paraeducator support) - Professional development related to differentiation and collaboration - Coaching and guided support for team members in the use of assistive technology for an individual student - Scheduled opportunities for parental collaboration - All school personnel collaborate in the development and delivery of SAS. Collaboration Among Professionals - collaboration with the IU ABC (Autistic Behavioral Consultant), collaboration with IU assistive technology specialist and related service personnel, agency collaboration, common meeting time for Building Level Team Meetings. Paraprofessional Support - small group and/or 1:1 assistance, classroom support, modifying of materials, behavioral support. Curricular Approaches - social skill instruction, social stories on development of interpersonal relationship skills; self advocacy skills. Peer Supports - peer tutors, study buddies, lunch bunches.

Instructional:

Development and delivery of instruction that address diverse learning needs.

- Provide modified curricular goals

- Provide alternate ways for students to demonstrate learning
- Provide test modification
- Provide alternate materials and/or assistive technology, which includes materials on tape, transcribe text into Braille, large print, alternate computer access
- Provide instruction on functional skills in the context of the typical routines in the regular classroom -
- Change method of presentation
- Use of reader services
- Provide research based supplementary materials
- Provide instructional adaptations (pre-teaching, repeating directions, extra examples and non-examples)
- Computer/Technology/Assisted Instruction - use of software, Smart Boards, Touch Pads, Lap Tops, iPads and reading devices.
- Curriculum Based Measurement - ongoing progress monitoring, pre and post tests, Read 180 and System 44, Study Island, STAR reading assessment, all of which support data-driven instructional decision making

Physical

:

- Physical Access to curricula
- Arrangement of furniture
- Wide aisles unobstructed aisles
- Handle grips
- Accessible restrooms, drinking fountains and toilets at usable heights
- Sensory seating options
- Adaptive equipment
- Consultation with the IU physical therapist and occupational therapist
- Visual Supports - preferential seating, use of reader services, adjustments to lighting, large print/Braille options
- Auditory Supports - visual signaling, preferential seating, amplification systems, classroom acoustics

- Behavior/Attention supports - reduce unnecessary stimuli, study carrels, quiet areas without distraction, periodic breaks, visual timers
- Sensory room (swing, tactile activities, gross motor activities)

Social-Behavioral

: Safe and Orderly Environment

- Positive behavior support systems
- Designated cool down areas
- Consultation with school psychologist
- IU behavioral consultant and related service personnel
- Coordination with community agencies,
- Crisis Prevention Intervention training for staff.
- Behavioral Supports
- Functional Behavioral Assessments
- Positive Behavioral Support Plans
- Reward system/token economy, behavioral contracts
- Visual schedule
- Student self monitoring
- Modification of rules and expectations
- Counseling supports.
- Instructional Supports
- Social skills instruction
- Visual supports
- Small group and/or 1:1 instruction,
- Social stories
- Role playing/modeling
- Planned breaks,
- Consistent rules and expectations.
- Peer Supports - cooperative learning groups, peer mentor, circle of friends, lunch bunches.

SPP targets for the Conneaut School District were met on the most recent (2016-2017) Special Education Data Report in the areas of SE Inside Regular Class Less Than 40% and SE in Other Settings. We did not meet our target in the area of SE Inside Regular Class 80% or More. The SPP Target is 62.4% and the Conneaut School District's 43.3% found us short. The possibilities for this shortfall include the fact that extensive differentiation takes place in the regular education classroom and the identification process finds it necessary for Special Education students to attend replacement classes for reading and math. One way the LEA has worked to meet this target is to implement the researched based Read 180 program for all students, not just identified special education students. The Conneaut School District has also implemented a full inclusion model for all students grades K-4. The results of this implementation will show in the 2017-2018 data.

SPP targets were not met for the 2016-2017 school year in the area of Special Education in Other Settings. The possibility for this shortfall could include the implementation of Read 180 and System 44 in our district. The target time frame for daily instruction is 90 minutes per day. This lengthened the amount of pull out time for our language arts students who attend replacement classes. Another possibility for the shortfall could be the fact that our district consolidated schools for the 2012-2013 school year. The Conneaut School District went from 3 small high schools (Linesville, Conneaut Lake, and Conneaut Valley) to one consolidated school. Many special education parents were hesitant of their children attending regular classes and asked for their children to attend smaller, replacement classes in order for their children to receive more attention. Parents are a very important part of our IEP team and we found many were adamant at the high school and middle school levels that their children should receive replacement classes. As our 4th grades, who are attending regular classes with inclusion assistance from the Special Education Teacher or aide, progress to 5th grade next school year, the inclusion will continue in 5th grade. The program will continue to progress with the student until we reach a mostly inclusive model for our students K-12.

Professional Development is needed in order to address the shortfalls in our including Special Education students in the regular education environment. The Conneaut School District required all teachers in grades K-4 to attend training on teaching in and creating an inclusive environment for all students. In an effort to meet SPP targets, CSD will use 1 Act 80 day each year of this plan to train all staff (teachers, administration, and paraprofessionals) in the areas of Least Restrictive Environment, Differentiated Instruction and co-teaching. Our goal is to meet SPP targets in the Indicator 5 areas each year for the remainder of this plan.

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.

Any eligible student who exhibits behavior problems which interfere with the student's ability to learn shall have a program of behavior support. This behavior support plan shall be included in the Individualized Educational Program (IEP) and

shall:

1. Include research based practices and techniques to develop and maintain skills that will enhance a student's opportunity for learning and self-fulfillment.
 2. Be based on a functional assessment of behavior and use positive behavior techniques.
 3. Primarily focus on positive rather than negative measures.
 4. Use interventions that are the least intrusive necessary.
 5. Not substitute aversive techniques, restraints, or discipline for the systematic application of behavior change techniques.
 6. Only use techniques for which the staff has been adequately trained
- School District personnel shall follow a three (3) tier hierarchical behavior support model. The three (3) levels of intervention are:

Level I – Good classroom management strategies. Level I does not require a behavior support program attached to the IEP.

Level II – Specific interventions designed for individual students. Level II requires a behavior support program attached to the IEP.

Level III – Very restrictive interventions, which can only be considered after Level II interventions are determined ineffective. Level III interventions require the IEP Team to reconvene.

Law Enforcement Referrals

Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan must be completed.

Emergency Procedures

Emergency procedures for behaviors that present a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as:

1. Parental contact
2. Notifying police
3. Notifying mental health
4. Calling emergency services and ambulance

All staff working with students who have a Positive Behavior Support Plan are certified in Crisis Prevention Intervention. The CPI program involves detailed deescalation techniques. Both School Psychologists are the certified instructors for CPI in the district. Questions can be addressed on an on-going basis, as well as consultation for specific cases.

Parents are actively involved in the initial identification of the student with behavioral difficulties:

- provide input into the evaluation report'
- assist in identifying behaviors of concern, antecedents and consequences of the behavior (FBA)
- involved in the development of the IEP

- identify appropriate replacement behaviors, rewards, and consequences (Positive Behavior Support Plan)
- in the event of student aggressive behavior/staff restraint the parents are contacted immediately by phone and in writing for offer an IEP review

The Conneaut School District utilized the (SWEBS) School Wide Effective Behavior System in both of our Middle Schools. Training was provided by the Northwest Intermediate Unit#5. SWEBS is a comprehensive, school-wide set of strategies to support positive behavior and academic achievement for all students. SWEBS focuses on encouraging appropriate behavioral expectations, teaching the skills to communicate effectively and prevent problem behavior.

The Conneaut School District is also partnering with Parkside Psychological Services (a community agency) to provide Trauma therapy counseling to students who meet the criteria and have parental consent. This program was implemented in the 2016/2017 school year. This trauma counseling has benefited many students who qualify for the services. The Conneaut School District is rural and many families do not have transportation or resources to get their children to needed Trauma Therapy. It is beneficial to our students and families to partner with community agency to provide much needed Trauma Therapy.

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.

The district's practice is that the LRE for an individual student is dependent upon the IEP team's determination of what is/are appropriate for the student:

- Parents participate in IEP team meetings
- Student's full range of needs and strengths are discussed and determined
- Full range of placement options are considered, beginning with the regular education setting

- Movement to a more restrictive setting outside of regular education is determined only when services do not adequately meet the student's needs
- When the student is placed in a program outside of regular education, the IEP team considers opportunities for the student to participate in appropriate programs, activities, and inclusionary settings, as appropriate.

When the IEP team determines that the student's needs cannot be met appropriately within any program offered in the Conneaut School District, the IEP team may consider placements outside of the Conneaut School District.

- The IEP team will determine the approximate level of need, and the LEA will identify potential programs
- With parent permission, the LEA will provide information to the program and work with the program to determine the effectiveness of a placement in that particular setting
- If the placement is deemed appropriate, the parents will be given the opportunity to visit the program
- Placement will be documented with a NOREP signed by the parents

If we have students we can not place in our school district, we will consult with local interagency coordination and by bringing that team to consider other options we will be able to make a more informed decision based on the information from all of the agencies gathered.

The IEP team also collaborates with community agencies, such as mental health/wrap around agencies, as well as CYS and Intermediate Unit personnel as needed. Agencies that are involved with students are invited to all appropriate meetings held with the school, and the Director of Special Education or school psychologist attends meetings to which they are invited by community agencies. If the Conneaut School District found itself in a situation where we were having difficulty placing a student and we had exhausted all resources within the district as well as appropriate placements out of district, we may look at utilizing cyber services to assist in meeting the educational needs of the student.

Successful programs not available within the CSD borders include the Partial Hospitalization program at Bethesda Children's home. This program provides psychiatric services some students need in order to stabilize their behavior to receive FAPE. This programs also assists parents with access to interagency services through various local agencies. There is not a program to meet the mental health needs of some of our students within our district limits. Some of our students are adjudicated to programs in Erie or Mercer county. There are no facilities to educate incarcerated students with the Conneaut School District. Therefore, students with acute mental health or criminal behavior are educated outside of our district.

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.

The Conneaut School District uses inclusion practice, differentiated instruction Fountas and Pinnell, System 44, and Read 180 reading programs which enable students to be successful in the regular classroom environment. A Building Level Team exists in each building. The purpose of the team is to discuss at risk students and develop strategies to help them both academically and emotionally in school. We assist parents in connecting with outside supports and/or recommend testing for special education services.

Life Skills Support Programs are available at the elementary through high school level. Currently, 18 to 21 year old students attend a Life Skills Support Transition Program which is run by the Northwest Intermediate Unit #5.

Emotional Support Programs are available at the elementary through high school levels. All staff are trained in Crisis Prevention Intervention.

Autistic Support Programs are available to our Autistic students at the elementary through high school levels. Our Autistic Support teacher works with our students within his or her home school. The Autistic Support teacher provides direct services as well as training and support for our teachers and staff. Autistic students who require a greater level of need can access the Autistic Support Classrooms (K-12) through the NorthwestTriCounty Intermediate Unit #5. Students ages 18-21 may participate in the Autistic Support Transition program provided by Untermediate Unit #5.

District special education teachers are highly qualified, compassionate, and knowledgeable. They work in a collaborative manner with the regular education staff, parents, administrators, school psychologist and support staff. They communicate and work together, sharing information, strategies, modifications, and adaptations that enable the students to be successful and access the general curriculum.

The Administrative Team is aware and supportive of the Special Education programs and services within each building. Collaborative teaming between staff, administrators, agency providers, and parents occur at all levels to best meet the individual needs of each student.

The Conneaut School District encourages active participation by the parents in the special education process.

A wide variety of Intermediate Unit programs and specialists are available to help serve the needs of the school district's students. Outside agencies also support and service the district's students.

There is a well developed network with the IU Early Intervention program, local preschool and Head Start agencies providing for effective transition of pre-school age children. Conneaut School District also participates with the state Pre-K Counts initiative in all three attendance areas.

The Conneaut School district operates full day kindergarten classes. This significantly helps support the needs of at-risk students.

The school district is involved in the county interagency transition council, which meets 3 to 4 times per year. This transition council is a collaboration between school districts, county and private agencies and parents to better meet the transition needs of our students.

All schools within the district have established building level support teams and student assistant programs to establish ongoing efforts to ensure support of the LRE and maximizing learning of the students within the regular education setting.

Conneaut Lake Middle School and Conneaut Valley Middle Schools have School Wide Positive Behavioral Support programs. The Conneaut School District has partnered with a community agency, Parkside Behavioral Health, to provide our students Trauma Therapy during the school day. This enables our students whose parents don't have transportation to access services for their children.

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
George Junior Republic	Nonresident	Grove City Area School District	1
Abraxas Youth Center	Nonresident	Waynesboro School District	1
Crawford County Correctional Facility	Incarcerated	Penncrest	1

Bethesda Children's Home Residential Treatment Facility	Nonresident	Penncrest	1
Taylor Diversion Program	Nonresident	Forest Area School District	0
Sarah Reed Children s Center	Nonresident	Northwest Tri County IU5	2

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Saegertown Elementary School	Neighboring School Districts	Multi Disabilities Classroom	2
Penncrest School District	Neighboring School Districts	Hearing Support Classroom	2
Crawford County Career and Technical Center	Neighboring School Districts	Life Skills Transition Program	1
Cambridge Springs JR/SR HS	Neighboring School Districts	Hearing Support Program	1
Springfield Elementary School	Neighboring School Districts	Autistic Support Program	1
Saegertown High School	Neighboring School Districts	Multi Disabilities Program	1
Gertrude Barber Center/Elizabeth Black School	Approved Private Schools	Autistic Support Program	7
Crawford County Prison/Penncrest	Neighboring School Districts	Learning Support	1
Bethesda Children's Home Partial Hospitalization	Special Education Centers	Partial Hospitalization	3
Northwestern Middle School	Neighboring School Districts	Multi Disability Classroom	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%)	Life Skills Support	5 to 10	8	1

Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*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%)	Life Skills Support	10 to 13	10	1
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3*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%)	Life Skills Support	15 to 18	10	1
Locations:				
Conneaut Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4*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%)	Learning Support	6 to 9	15	1
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.62
Locations:				
Conneaut Lake Elementary	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	7 to 10	3	0.38
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	4	0.09
Locations:				
Conneaut Lake 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	10 to 13	16	0.91
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* Needed to add Itinerant Level of support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	14	0.83
Locations:				
Conneaut Lake 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 14	7	0.17
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	13	0.3
Locations:				
Conneaut 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	10 to 13	12	0.7
Locations:				
Conneaut 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:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	8	0.2
Locations:				
Conneaut 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 14	13	0.8
Locations:				
Conneaut Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

	Building	Education programs are operated		
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Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	11	0.33
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	9	0.67
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	6	0.12
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	17	0.88
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	12	0.32
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of				

the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	10	0.68
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* All Supplemental students in the classroom**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	18	1
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* Needed to add supplemental to the caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	5	0.25
Locations:				
Conneaut Area Senior 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 18	6	0.75
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* Supplemental students were added to the caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 16	13	0.75
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 10	4	0.15
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 30, 2017*Reason for the proposed change:* School District felt the need to hire two full time District Employees for our Speech Programs to better fit the needs of our students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	19	0.99
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake 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	18 to 18	1	0.01
Locations:				
Conneaut Area	A Senior High School	A building in which General Education		

Senior High	Building	programs are operated		
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Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 30, 2017*Reason for the proposed change:* School District felt the need to hire two full time employees to better meet the needs of out students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	2	0.15
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake 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	5 to 10	12	0.73
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Valley 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	11 to 13	1	0.12
Locations:				
Conneaut Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 2, 2015*Reason for the proposed change:* The school building was inadvertently not corrected when the change was made on 9/2/2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 10	4	0.15
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				

Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 10	9	0.85
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 2, 2015*Reason for the proposed change:* The room name was inadvertently not changed when the original change was made on 9/2/15**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 14	12	0.62
Locations:				
Conneaut Lake 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	10 to 14	3	0.38
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*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%)	Emotional Support	14 to 19	10	0.27
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				

Conneaut Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	11	0.73
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP				
Locations:				
Conneaut Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* Needed to add Itinerant to the caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	3	0.43
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	0.57
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* Needed to add Itinerant to the caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.32
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				

Conneaut Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	16	0.68
Locations:				
Conneaut Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
School Psychologist	District	2
Special Education Paraprofessional	Elementary	4
Special Education Paraprofessional	Middle School	5
Special Education Paraprofessional	High School	7

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Assistive Technology	Intermediate Unit	1 Hours
Occupational Therapy	Intermediate Unit	10 Hours
Physical Therapy	Intermediate Unit	5 Hours
Autistic Behavioral Consultant	Intermediate Unit	0.25 Hours
Vision Support	Intermediate Unit	1 Hours
Hearing Support	Intermediate Unit	2 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The Conneaut School District will provide training for teachers, administrators and paraprofessionals on supporting students with Autism Spectrum Disorders in the general education classroom. This training will also include supporting appropriate communication, social interaction and positive behavior support. Particular concentration will be on inclusive practices in the general education environment.</p> <p>The Conneaut School District will continue to provide training in inclusive practices and working with our Autistic students in all three years of this plan.</p> <p>For each year of this plan, the district will show an increase in inclusion for our Autistic students.</p>
Person Responsible	Susy Walters/Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	20
Provider	Conneaut School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	<p>This is an optional narrative for Special Education.</p> <p>Educators will appropriately plan individually for students with disabilities, particularly those with Autism Spectrum Disorders.</p>
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers,	Increases the educator's teaching skills based on research on

school counselors and education specialists	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	School Whole Group Presentation Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Behavior Support

Description

The Conneaut School District will continue to provide De-escalation training for all professional and paraprofessional staff. This will concentrate on our

identified students with Positive Behavior Support Plans.

Verification of this training will be provided by sign in sheets of those who participated.

As a result of the above training, the district will show a 1% decrease in suspensions and expulsions for each year of the Special Education Plan.

The Conneaut School District will continue to train staff in (SWEBS) School Wide Effective Behavior System at the middle school level. Training will expand to include all elementary staff and parents.

As a result of SWEBS training, the district will show a 1% decrease in detentions and suspensions of identified students for each year of the Special Education Plan.

Person Responsible	Susy Walters/Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	35
Provider	Conneaut School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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 leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	School Whole Group Presentation
Participant Roles	Classroom teachers School counselors Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. As a result of the above trainings, the Conneaut School District will show a 1% decrease in suspensions and expulsions for each year of this plan as well as show a 1% decrease in discipline referrals.

Paraprofessional

Description	<p>All Special Education Paraprofessionals will participate in training in First Aid/CPR/AED, Crisis Prevention Intervention, as well as other topics related to assisting identified students in the least restrictive environment.</p> <p>100% of Paraprofessionals will complete a minimum of 20 hours of training for each year of this plan in order to maintain highly qualified status.</p> <p>The Conneaut School District will maintain sign in sheets and/or certificates verifying this step has been implemented.</p>
Person Responsible	Susy Walters
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	19
Provider	American Red Cross (Conneaut Lake Ambulance Service), Conneaut School Dist. CPI,
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	These trainings will enable our paraprofessionals to work with our identified students in the least restrictive environment. They will be able to use the de-escalation techniques to provide a safe, supportive environment for students and staff.
Research & Best Practices Base	This is an optional narrative for Special Education.
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. Empowers educators to work effectively with parents and community partners.
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 Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Participant survey</p> <p>100% of paraprofessionals will complete a minimum of 20 hours of training for each year of this plan in order to maintain highly qualified status.</p>

Reading NCLB #1

Description

With increased Inclusion, our identified students will demonstrate a 2% increase in reading for each year of this plan. Evidence will be shown in the PSSA scores of identified students in grades 3-8 for each year of the plan. Time allotted for reading instruction will increase as well as the amount of time our students spend in inclusive Reading instruction. Intervention groups for identified students will be implemented as well as increased time with typical peers during Reading instruction. Conneaut School District will provide an inclusion training for each year of this plan.

Person Responsible

Susy Walters/Director of Special Education

Start Date

7/1/2018

End Date

6/30/2021

Program Area(s)

Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	15
Provider	Conneaut School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

education specialists	<p>students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>
Grade Levels	<p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Student PSSA data</p> <p>With increased inclusion time, identified students will show a 2% increase on PSSA scores for each year of the plan.</p>

Transition

Description

The middle school and high school special education teachers will meet 1 times per year with the Transition Coordinator to review transition assessment data.

Identified students will be assessed at least one time per year in grades 7 through 12.

Students attending Post Secondary education or employment will increase by 1% for each year of this plan for identified students.

Transition coordinator will gather information each year before Special Education students graduate.

Person Responsible	Susy Walters/Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6
# of Sessions	3
# of Participants Per Session	17
Provider	Conneaut School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
Training Format	Department Focused Presentation

Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

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

No signature has been provided

Superintendent/Chief Executive Officer