

Profile and Plan Essentials

LEA Name		AUN	
Conneaut SD		105201033	
Address 1			
219 W School Dr			
Address 2			
City		State	Zip
Linesville		PA	16424
Director of Special Education Name			
Susy Dressel			
Director of Special Education Email			
sdressel@conneautsd.org			
Director of Special Education Phone Number		Director of Special Education Ext	
814-683-5900		5453	
Chief Administrator Name			
Mr Jarrin B Sperry			
Chief Administrator Email			
jarrin.sperry@conneautsd.org			

Special Education Students

Total Number of Students Receiving Special Education 412

School District Total Student Enrollment 1810

Percent of Students Receiving Special Education 22.8

Steering Committee

Name	Position/Role	Building	Email
Susy Dressel	Director of Special Education	Conneaut SD	sdressel@conneautsd.org
Monica Weed	Other	Conneaut SD	monica.weed@conneautsd.org
Kaitlyn Brooks	Other	Conneaut SD	Kaitlyn.brooks@conneautsd.org
Devin Campbell	Special Education Teacher	Conneaut Area MS	devin.campbell@conneautsd.org
Susie Kline	Parent	Conneaut Lake-Sadsbury El Sch	skline@conneautsd.org
Matt Vannoy	Building Principal	Conneaut Area Senior High	matt.vannoy@conneautsd.org
Jarrin Sperry	Superintendent	Conneaut SD	jarrin.sperry@conneautsd.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

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

No

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

Although the Conneaut School District is not host to residential programs (1306 facilities), we would ensure that all students would access FAPE within their least restrictive environment. To ensure FAPE for our students CSD participates in all IEP meetings with the facility housing our student(s). The Director of Student Services or school psychologists meet with the staff of the facility to provide consultation as well as monitor student progress. District personnel also attend meetings to ensure that FAPE is being offered in the LRE. CSD ensures that a certified special education teacher is providing services to the student during the intake process as well as IEP meetings and other scheduled meetings to review progress monitoring. A school psychologist is assigned to any student attending a 1306 facility. That psychologist reviews progress monitoring to determine if special education services are needed. An evaluation will be completed if necessary.

2. Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.

Progress monitoring is reviewed by the assigned school psychologist and case manager to ensure the student is receiving FAPE. Conneaut School District staff participate in discharge meetings and/or communicate with 1306 facility teams to plan for students' transitions back to their home schools. The students team of teachers will meet to discuss a re-entry plan based on the recommendations of the discharge team. The assigned school psychologist will monitor the re-entry of the student back to his/her home school.

Incarcerated Students Oversight

1. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

1. **Describe the system of oversight the School 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).**

When CSD receives a 4605 from that a student is incarcerated and in need of educational programming, the district will send all pertinent records (IEP, PBSP, ER, 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 occur, the district in which the facility is located is contacted to convene an IEP meeting. CSD contacts the parents of the student and attends the meetings.

Least Restrictive Environment

1. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.

The most recent data from the PDE indicates the need for improvement in special education students inside the regular class 80% or more of the school day. Students educated in the APS settings do not have the opportunity to be educated with regular education peers. These students affect our LRE percentages in that category. When considering APS placement the IEP team needs to strongly consider the ramifications of placement in a facility without the opportunity for interaction with regular education students. Conneaut School District will continue to include Special Education students with his/her non identified peers in the general education environment as much as possible through IEP team decisions in order to meet the state target goal.

2. What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The CSD has building level team meetings biweekly in all buildings which function to identify early problems and to act quickly to provide supports to students in need. The supports and interventions are put into place to remediate and resolve the issue where possible. The BLT is made up of teachers, school psychologist, building administration, guidance counselor, and Director of Student Services. Elementary and middle schools offer lunch bunch groups facilitated by the building guidance counselor to assist students with social emotional difficulties. All K-8 students receive guidance and exposure to best social emotional practices through the Second Step program. All teachers receive training in de-escalation techniques. Special Education teachers, all administrators, and paraprofessionals receive training in de-escalation programs (Crisis Prevention Intervention, UKERU).

3. Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

Academic programming including the use of Special Education staff within all classrooms as well as support from special education aides ensure meaningful participation of students with disabilities in the general education curriculum. In addition the district has provided training in several areas, including modification and adaptations, trauma-informed care, inclusive practices, as well as brain-based learning.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

All supplementary aids and services are considered to ensure meaningful participation of students with disabilities in extracurricular activities. Students are provided services in order to participate in all academic, nonacademic and extracurricular activities. Examples of supports include assistive technology, a paraprofessional or nurse. Student participation in extracurricular activities is discussed and considered at all IEP meetings. Supplementary Aids and services are considered to ensure a safe and positive experience while participating with the student's peers.

5. **Describe the School District procedures that ensure, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district-led extracurricular activities.**

IEP teams always consider multiple placements options with different levels of support and inclusion, and make the best choice to meet the student's needs in the least restrictive environment. Access to all extracurricular activities is encouraged for all students. CSD has a low number of students placed in private institutions. Placements are based on the continuum of special education services to meet the student's needs and on the nature and severity of the disability. The IEP team determines the most appropriate placements. The district utilizes a variety of supplemental aids and services based on individual needs as determined by the IEP team. Based on school policy and administrative regulations, all students eligible for extracurricular activities can participate and are provided support. These supports include collaboration, paraprofessional supports, adaptive equipment, assistive technology, sensory supports, individualized behavior plans, and nursing services. Students are notified through the district website, newsletters, emailing, discussion at special education meetings, and students and/or their parents have the opportunity to sign up and participate in extracurricular activities.

6. **Discuss the School District's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out-of-district placement chart).**

The district continues to examine student needs to determine the necessity for expanding programs and services. CSD provides a continuum of services through contracting with IU5 for OT, PT, Assistive technology, behavioral support, and autistic support. We have expanded our continuum of services for our students by hiring a third school psychologist. This addition provides a school psychologist in all of our attendance areas. In addition CSD has also hired a second Speech/Language Pathologist. In order to better meet the behavioral needs of our students, all teachers in the district are being trained in social emotional learning. This training will help the teachers better meet the needs of our students with social emotional difficulties. A mental health home school liaison was hired by CSD to assist families with linking to county agencies and supports. CSD is also hiring a school social worker in order to assist our students and families with social emotional needs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Bethesda Children's Home	Other	Special Education Center	Bethesda Lutheran Services	Learning Support	2
Saegertown Jr/Sr High School	Other	Neighboring School District	Penncrest School District	Multiple Disabilities Support	3
Barber Center	Approved Private School (APS)		Barber National Institute	Multiple Disabilities Support	1
Cambridge Springs Elem.	Other	Neighboring School District	Penncrest School District	Deaf and Hard of Hearing Support	1
Bethesda Children's Home Partial Hospitalization	Other	Special Education Centers	Bethesda Lutheran Services	Emotional Support	3
Barber Center	Approved Private School (APS)		Barber National Institute	Autistic Support	4
Bethesda Children's Home Partial Hospitalization	Other	Special Education Centers	Bethesda Lutheran Services	Learning Support	2
The School at McGuire Memorial	Approved Private School (APS)		The School at McGuire Memorial	Autistic Support	1
Crawford County Career Technical Center	Other	IU5	IU5	Life Skills Support	3

Positive Behavior Support

Date of Approval

2009-09-09

Uploaded Files

Special Education Positive Behavior Support Policy.pdf

1. How does the School District support the emotional, social needs of students with disabilities?

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. Building Level Teams also assist parents in connecting with outside supports and/or recommend testing for special education services. Emotional Support Programs are available at the elementary through high school levels.

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.

All Principals, and Emotional Support, Autistic Support, and Life Skills Support staff are trained in Crisis Prevention Intervention and Ukeru. These trainings are available to all Conneaut School District staff. The school psychologists in the district provide these trainings.

3. Describe the School District's positive school wide support programs.

Conneaut Area Middle School have School Wide Positive Behavior Support Programs. The program reinforces positive behaviors and utilize behavioral interventions to address students who need additional supports.

4. Describe the School District's school-based behavior health services.

Each building in Conneaut School District have Student Assistance Programs (SAP). Middle school and high school students can receive Mental Health and/or Drug & Alcohol services. Guidance Counselors provide a variety of classroom lessons, grade-level presentations, small group interventions, and individual check ins with students to students across grade levels. In addition, the district has partnered with community agencies (Parkside Psychological and Neighborhood Counseling) to provide students with out-patient counseling services in the school setting to help families access these services.

5. Describe the School District's restraint procedure.

All Principals, and Emotional Support, Autistic Support, and Life Skills Support staff are trained in Crisis Prevention Intervention and Ukeru. These trainings are available to all Conneaut School District staff. The school psychologists in the district provide these trainings.

Ukeru is utilized to reduce the number of restraints needed. Restraint is only used as a last resort if a student is in danger of harming themselves or others and less restrictive techniques are not effective. The restraint is used in conjunction with teaching socially appropriate alternative skills of behaviors. In order to reduce or eliminate the use of restraints, Conneaut School District teachers and staff are trained in de-escalation techniques. These techniques are reinforced every year through training. Staff are authorized to use the restraint and have received appropriate training. In the event that a restraint is utilized, the teacher or building principal shall notify the parent/guardian as soon as he or she is able. A district created form is utilized to describe the restraint as well as the antecedent. The parent is given a copy of the form describing the restraint including the duration. The parent is given the option to convene an IEP meeting within ten school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At the IEP meeting, the IEP team shall consider whether the student needs a functional behavior assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change or placement to address the inappropriate behavior. The teacher or building principal sends the form to the Director of Student Services. The Administrative Assistant to the Director of Student Services enters the required information into the Restraint Information System Collection (RISC) system. In the event that a student continues to need the use of restraints after convening the IEP team and reviewing the Behavior Support Plan and the Functional Behavior Assessment, the Director of Student Services will review the case with the PDE Special Education Advisor. The same form is utilized for Conneaut School District students placed in out of district placements including Approved Private School placements. The staff of the out of district placement will scan the restraint document to the Director of Student Services. The information is entered into the RISC system by the Administrative Assistant. The Director of Student Services attends the IEP meeting if the parent opts to have one.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

At this time the Conneaut School District does not have any students waiting more than thirty days for an appropriate educational placement.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	2	District Wide	District
Paraprofessionals	31	District Wide	District
Transition Coordinator	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	4	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
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. 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.			
Lead Person/Position		Year of Training	
Susy Dressel / Director of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
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.			
Lead Person/Position		Year of Training	
Susy Dressel / Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

2	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Paraprofessional

Description of Training			
Trauma informed classrooms - IU5 TAC			
Lead Person/Position		Year of Training	
Susy Dressel / Director of Student Services		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training	
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.	
Lead Person/Position	Year of Training

Susy Dressel / Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Special Education Teachers

Science of Literacy

Description of Training			
System 44 - Special Education teachers will receive ongoing training/coaching of System 44 and Read 180 in order to fill learning gaps.			
Lead Person/Position		Year of Training	
Susy Dressel / Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Other	Special Education Teachers

Parent Training

Description of Training	
The Rights Done Right: The Procedural Safeguards in Plain Language - Instructional videos posted to the Conneaut School District website. Parents will be shown how to access these training videos during the annual IEP meeting.	
Lead Person/Position	Year of Training

Susy Dressel / Director of Student Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit PaTTAN	General Education Teachers Parents Special Education Teachers

IEP Development

Description of Training			
Developing Individualized Education Programs (IEPs): Required Elements - This training covers the purpose of an IEP, the required contents of an IEP, required IEP team members, how the sections of the IEP are interconnected. Resources to aid in the development of IEPs are incorporated into the presentation.			
Lead Person/Position		Year of Training	
Susy Dressel / Director of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	PaTTAN	Special Education Teachers

Signatures & Affirmations

Approval Date

2024-05-01

Uploaded Files

Affirmation Statement 2024.pdf

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

Superintendent/Chief Executive Officer

Jarrin Sperry

Date

2024-05-01