

Connellsville Area School District

Special Education Support

Personnel & Monitor/Aide

Handbook

2026-2027



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****Quiz and verification form must be returned to the Special Education Office**

Welcome to the Connellsville Area School District!

Welcome back to the 2026-2027 school year! I hope you had a restful, enjoyable summer and had the opportunity to relax, recharge, and spend time with the people and activities that bring you joy.

As we begin a new school year, I want to express my sincere appreciation for the dedication, compassion, and hard work you bring to our students every day. Your patience, flexibility, and commitment make a meaningful difference in our classrooms and help create a positive, supportive learning environment where every student has the opportunity to succeed.

Thank you for the care and encouragement you provide to our students and for the support you offer to our teachers and one another. Your contributions are valued, appreciated, and essential to the success of our school community.

I look forward to working alongside each of you and celebrating the successes we will achieve together throughout the year. Let's make this school year one filled with learning, growth, kindness, and memorable moments.

Welcome back, and here's to a fantastic school year!

With sincere appreciation,

Julie Bohna

Coordinator of Special Education

Introduction

The Connellsville Area School District values the importance and meaningful contributions that our Special Education Support Personnel provide within the school environment. The position of the Special Education Support Personnel is very unique within the spectrum of responsibility and participation in the development of our students' growth. Ongoing communication with teachers, other support staff and administrators is also a necessary part of their duties.

It is of utmost importance that the Special Education Support Personnel be proactive and anticipatory in maintaining the safety, well-being, respect, and dignity of each student. At the same time, Special Education Support Personnel should demonstrate an awareness and sensitivity for each student's responsibilities in learning and in his/her interaction with adults and other students. The Connellsville Area School District recognizes the importance of mature judgment and decision-making in this critical area of appraising students' interactions. This is an important part of your role in helping to provide an education for students enrolled in the Connellsville Area School District.

The purpose of this resource handbook is to offer guidance for a collaborative and cohesive effort between the Special Education Support Personnel, teacher and school officials in providing a nurturing environment that will allow us to maximize our combined efforts in fostering a quality education for our students. In doing so, the Special Education Support Personnel offers the Connellsville Area School District a very meaningful and productive contribution to our entire school community.

School Information

ADMINISTRATION:

Richard Evans, Superintendent
revans@casdfalcons.org

Dr. Traci Kuhns, Assistant to the Superintendent
tkuhns@casdfalcons.org

Julie Bohna, Coordinator of Special Education
jbohna@casdfalcons.org

Tim Witt, Human Resources/Solicitor
tjwitt@casdfalcons.org

Cherie Routzahn, Business Manager
croutzahn@casdfalcons.org

SCHOOL PRINCIPALS:

Nick Bosnic, High School Principal
nbosnic@casdfalcons.org 724-628-1350

Dr. Jefffrey McWilliams, CACTC Principal
jmcwilliams@casdfalcons.org 724-626-0236

Robert Butts, Middle School Principal
rbutts@casdfalcons.org 724-628-8910

Dana Stepanic, West Crawford Elementary Principal
dstepanic@casdfalcons.org 724-628-4497

Jennifer Laskey, Dunbar Township Elementary Principal
jlaskey@casdfalcons.org 724-628-6330

Dr. Stephanie Romanishan Springfield/CNP Elementary Principal
sromanishan@casdfalcons.org 724-455-3191

Jamie Bielecki-Quinn - Bullskin Elementary Principal
jbielecki@casdfalcons.org 724-628-6540



Special Education Lead Support Team:

Nicole Dowden
ndowden@casdfalcons.org 724-628-3300 ext. 2232
Connellsville Area High School
Dunbar Township Elementary - emotional support
Springfield CNP

Michelle McMaster, Lead Support
mmcmaster@casdfalcons.org 724-628-3300 ext. 1903
Bullskin Elementary
Dunbar Township Elementary
West Crawford Elementary

Jill Youdell, Lead Support
jyoudell@casdfalcons.org 724-628-3300 ext. 4059
Connellsville Area Middle School
CACTC

CONNELLSVILLE AREA SCHOOL DISTRICT

ADMINISTRATIVE PERSONNEL 2025-2026

DISTRICT ADMINISTRATION

Superintendent of Schools
Business Manager
Assistant to the Superintendent for Curriculum & Instruction K-12, and Federal Programs

724-628-3300

Mr. Richard Evans
Mrs. Cherie Routzahn
Dr. Traci Kuhns

ACTIVITIES AND SERVICES

Assistant Business Manager
Director of Athletics & Transportation
Director of Buildings & Grounds
Director of Human Resources/Solicitor
Director of Food services
Director of Security/Attendance Coordinator/Facilities Manager
Coordinator of Special Education
Director of Student Services
Director of Technology
Network Systems Coordinator
Secretary to the Board of Education

Mrs. Jennifer Helms
Mr. Richard Evans
Mr. Scott Kirsch
Mr. Tim Witt
Mr. Matthew Triffanoff
Mr. Edward McSheffery
Mrs. Julie Bohna
Dr. Lori Rosensteel
Mr. Kevin Ghost
Mr. Eric Trump
Mrs. Diana DeWitt

BUILDING ADMINISTRATION

SECONDARY LEVEL

Connellsville Area Senior High School

Principal
Assistant Principal
Assistant Principal

724-628-1350

Mr. Nicholas Bosnic
Mr. Andrew Hedrick
Dr. Tammy Stern

Connellsville Area Career & Technical Center

Vocational Director of Record
Principal
Workforce Development Coordinator

724-626-0236

Dr. Jeffrey McWilliams
Dr. Jeffrey McWilliams
Dr. Lori Rosensteel

Connellsville Area Middle School

Principal
Assistant Principal

724-628-8910

Mr. Robert Butts
Mr. William Petko

Falcon Online Learning Academy

Director of K-12 FOLA program
Coordinator of Online Learning

724-628-3300 Ext. 1306

Dr. Tammy Stern
Mrs. Beth Shreve

ELEMENTARY LEVEL

Bullskin Township Elementary
Dunbar Township Elementary
Springfield Clifford N. Pritts Elementary
West Crawford Elementary

Mrs. Jamie Bielecki-Quinn	724-628-6540
Ms. Jennifer Laskey	724-628-6330
Mrs. Stephanie Romanishan	724-455-3191
Mrs. Dana Stepanic	724-628-4497

Role of the Special Education Support Professional

Pennsylvania Department of Education defines a Special Education Support Professional as:

- ✓ An individual who is non-certified in the area in which they are assisting (even though he/she may be licensed or certified in another profession or a technical field) who assists a certified professional in a team approach to the performance of the certified professional's assigned program responsibilities. (Pennsylvania Department of Education, CSPG No. 101).
 - An employee who assists teachers and/or other professional educators or therapists in the delivery of instructional and related services to students.
 - The Special Education Support Professional works under the direct supervision of a teacher or other certified or licensed professional.
 - The ultimate responsibility for the design, implementation and evaluation of instructional programs, including assessment of student progress, is the collaborative effort of certified and licensed staff.

According to federal guidance-

A Special Education Support Personnel works under the direct supervision of a teacher if:

- (1) the teacher prepares the lessons and plans the instructional support activities the Special Education Support Professional carries out, and evaluates the achievement of students with whom the Special Education Support Professional is working, and
- (2) the Special Education Support Professional works in close and frequent proximity with the teacher.

****Employees will be evaluated on a yearly basis.
All evaluations will be reviewed with the employee.****

Job Responsibilities by Title

<u>Responsibility</u>	<u>Classroom Aide</u>	<u>Personal Student Aide</u>	<u>Behavioral Support Specialist</u>
Assists with student transition -To and From Transportation -Sensory Room/Calming Rooms -Moving from one location to another	X	X	X
Directed by the teacher, Assists In checking student work	X	X	
Directed by the teacher, Assists in checking student individual student seatwork	X	X	
Regularly communicate with the identified student's parents or legal guardians regarding the child's mental health needs and behavioral issues.			X
Directed by the teacher, assisting in managing behaviors when academic tasks are assigned.	X	X	X
Directed by the teacher, assisting individual or groups of students with re-teaching academic lessons previously instructed by the teacher.	X	X	
Assist in the implementation of reintegration plans for students who are returning to school from hospitalizations and /or facility stays; and comprehensive follow-up to all clients served.			X
Bill for Medicaid Reimbursement for MA Eligible Students through Max Capture.	X	X	
Assist with special projects, programs, community based instruction, and activities either as a class or individually, as directed by the teacher.	X	X	X

<u>Responsibility</u>	<u>Classroom Aide</u>	<u>Personal Student Aide</u>	<u>Behavioral Support Specialist</u>
Models behavior management techniques and de-escalation strategies for teachers and district staff.			X
Assist students with carrying out their Specially designed Instruction and Positive Behavior Support Plans.	X	X	X
Assist the staff to develop and implement healthy coping skills, behavior management strategies, and behavior intervention plans that can be utilized to help manage emotions and avoid problem behaviors for individual students.			X
Provide support for group therapy of two or more students as directed by school personnel, and as clinically indicated.			X
When directed by the teacher, provides hygiene and physical assistance, which may include bathroom assistance, feeding of the student, and or diapering, buckling/seating as needed	X	X	X
Monitors behaviors in non-educational settings	X	X	X
Assist by directing staff towards the utilization of de-escalation techniques for student(s) in crisis.			X
Performs clerical duties as directed by the teacher.	X	X	
Maintains confidentiality regarding student behavior and academic performance	X	X	X
Participate in meetings if directed by the teacher(staff meetings, trainings, IEP meetings, community forums, etc.)	X	X	X

Special Education Support Professional Ethics

In order to protect the rights of students and parents, the Special Education Support Personnel must be aware of and practice appropriate ethical behavior. As members of the Connellsville team, Special Education Support Personnel have special relationships with teachers and other colleagues, with children and their parents, and with other members of the community. The effectiveness of these relationships depends not only on the quality of the work performance, but also on professional and ethical behavior demonstrated on the job. The professional behaviors and attitudes expected at Connellsville do not end at the close of the school day. Please remember Special Education Support Personnel, like all school personnel, are representatives of Connellsville. As a Connellsville Special Education Support Personnel you are **expected to**:

- Maintain **confidentiality** about all personal information and educational records concerning children and their families.
- Interact in a respectful manner with children, their families, and colleagues.
- Follow district or agency policies for protecting the health, safety and well-being of children.
- Follow directions and guidance of teachers and other supervisors.
- Maintain a record of regular attendance, arrive and depart at specified assigned times and notify appropriate personnel and Frontline/Aesop Portal when you must be absent.
- Demonstrate honesty, loyalty, dependability, integrity, and a willingness to learn. Demonstrate respect for cultural diversity and individuality of all students. Follow the chain of command for various administrative procedures.

Role Between Teacher and Special Education Support Professional

Area	Special Education Teacher	The Special Education Support Professional
Organization	Plans weekly schedule Plans lessons/activities. Sets and maintains/monitors documentation systems. Communicates all decisions/plans Communicates the needs of the Students.	Assists in the planning process Implements plans as specified by teacher Monitors student progress in instructional programs and relates findings to supervising teacher
Assessments	Assesses students' skills. Administers the assessments. Evaluates Student Performance.	Assists in monitoring and tracking student work and performance as set by the teacher. May administer group assessments
Goals & Objectives	Determines appropriate goals & objectives with the IEP Team.	Supports lessons to meet child's instructional goals & objectives as specified by the teacher Reviews Specially Designed Instruction.
Instruction	Teaches lessons for the entire class, small groups, and individual students.	Reinforces skills the teacher has introduced. Be engaged with or monitor the student(s) at all times. Assist student(s) during the lesson to obtain information taught by the teacher.
Behavior Management	Plans behavior management strategies for groups & individuals. Describes/prescribes appropriate risks and limitations for each student.	Implements behavioral strategies using the same emphasis and techniques as the teacher. Reports to the teacher all activities and behaviors observed.
Working with Parents	Meets Parents. Responsible for IEP development, progress reporting & overall communication.	Communicates with parents under supervision and direction of the teacher. May be requested to attend IEP conferences or parent meetings.
Data Collection	Design systems for data collection based on IEP Goals and Objectives or other educational purposes.	Collect and record data in accordance with the teacher's instructions.

Role Between Teacher and Special Education Support Professional

ACCEPTABLE DUTIES AND RESPONSIBILITIES	
<u>Teacher Assistance:</u>	
1.	Assists in preparation, care and use of instructional materials and equipment.
2.	Assists in maintaining good housekeeping standards.
3.	Follows instructions under the leadership of the teacher.
4.	Assists in maintaining desirable pupil behavior standards.
5.	Assists in detecting any behavioral, health or physical deviations, which warrant the attention of the teacher.
6.	Assists in recording student progress and keeps appropriate records for the teacher.
7.	Operates and cares for technology and materials used in the classroom.
8.	Performs related duties as assigned.
<u>Non-Classroom:</u>	
1.	Accompanies the teacher on extra-curricular trips.
2.	May assist children in games and the proper use of playground equipment.
3.	May assist with duties such as preparing and copying instructional materials, art materials, typing, charting, etc. on a limited basis. The majority of time is spent with educational responsibilities.
4.	Assists children to and from the bus, lunchroom, and special classes.
5.	Attends professional development meetings for Special Education Support Personnel.
6.	Performs related duties as assigned.
7.	Will work with the teacher to complete Incident Reports when appropriate.

Role Between Teacher and Special Education Support Professional

<u>Pupil Assistance:</u>
1. Assists with group and individual activities.
2. Supervises children moving from place to place in a safe, orderly manner.
3. Assists children with personal care and sanitary needs.
4. Assists students with physical disabilities in walking, using wheelchairs and using special equipment.
5. Assists children in using technology.
6. Assists with fire drills and procedures.
7. Performs related duties as assigned.
<u>UNACCEPTABLE DUTIES AND RESPONSIBILITIES:</u>
1. Select or administer diagnostic and psychological instruments or interpret the results of those instruments.
2. Be solely responsible for preparing lesson plans or initiating original concept instruction.
3. Communicate with parents unless directly supervised by the teacher.
4. Be utilized as a substitute teacher, unless the Special Education Support Professional possesses the appropriate certificate.
5. Give medication, unless licensed or certificated to do so.
6. Grade subjective or essay tests.
7. Be responsible for assigning grades to students.
8. Assume sole responsibility for managing a student's behavior.
9. Spend unlimited time at the copier or performing non-educational duties.

Chain of Command

No matter how smoothly a program runs, problems will arise. If a problem does arise, the Special Education Support Professional **must follow the chain of responsibility in order to resolve the problem.**

1	If a problem arises, the <u>Special Education Support Personnel should contact the supervising teacher</u> about the problem.
2	If the problem isn't resolved, <u>the next step is to contact the building lead support teacher.</u>
3	If the problem isn't resolved, <u>the next step is to contact the building principal.</u>
4	If the problem isn't resolved, <u>the next step is to contact the Coordinator of Special Education.</u>
5	If the problem isn't resolved, <u>the next step is to contact the Superintendent.</u>

Special Education Support Personnel will utilize the district's email for contact on each step of the Chain of Command Process above.

******If a problem arises with another Special Education Support Personnel, the first rule of thumb is to contact the person that you have the concern with. Try to work out the problem. If the person is unwilling to resolve the problem, then work through the chain of command until the problem is resolved.***

Tips and Suggestions for being a Successful Special Education Support Professional

1. Supervise students in order to ensure they are safe and their needs are met.
2. Report any concerns about the welfare and/or safety of students to the teacher or other supervisor.
3. Learn the names of pupils immediately.
4. Become familiar with each student's likes, dislikes, and habits.
5. Consult often with the teacher as to how you can help.
6. Give encouragement to pupils whenever you can.
7. Praise pupils' efforts and successes.
8. Be patient in dealing with students.
9. Become familiar with the school building, ground, and personnel.
10. Learn the routine of the school day.
11. Inform the teachers with whom you work of any special talents or interests or special experiences that you have had.
12. Offer suggestions, but don't take it personally if suggestions aren't taken.
13. Watch carefully how the teacher deals with and directs students and provide consistency for students.
14. Exchange telephone numbers with your teacher.
15. Ask for clarification when you do not understand an assignment.
16. Be mature in your conduct and demonstrate that you are a responsible person.
17. Be on time and leave at the appropriate time.
18. Get plenty of rest.
19. Dress comfortably and appropriately for your job.
20. Do not leave the building during working hours without the approval of the teacher and the principal.
21. Use a positive approach, "Jimmy, you may put the puzzle pieces on the table," instead of, "Don't dump the puzzle pieces on the floor."
22. Find something about each child for which you can compliment. Encourage and reinforce appropriate behavior.
23. Let the child know you have confidence in him/her and his/her desire to behave well.
24. Communicate with each student in a way that is developmentally appropriate and respectful.
25. Give ample opportunity for pupils to feel involved and appreciated.
26. Help children to understand reasons for rules and limits.
27. Help children to evaluate their own behavior; and, when possible, have a share in establishing rules and limits.
28. Look for the cause of misbehavior and address the cause, rather than the symptom.
29. Remember that you are not a student teacher. Student teachers are learning to take over the classroom and will be leaving in a few weeks.
30. Keep homework at home, and schoolwork at school. Focus on the students.
31. Treat students with respect. A school employee should never administer corporal punishment or call children derogatory names.
32. Enter and leave the room quietly, so that instructional activities are not interrupted.

Schedule

Schedules can change throughout the year based on identified needs of student(s) within assignment, but will not be increased or decreased in a discriminatory manner, or as a form of discipline.

On a regular day:

- Elementary hours are 8:25am–3:40pm
- Middle School hours are 6:50 am–2:35pm for PCA's
- Middle School hours are 6:45am–2:45pm for CLASSROOM AIDES
- High School hours are 6:30–2:30pm for PCA's
- High School hours 6:30am–2:30pm for CLASSROOM AIDES
- CTC hours are 6:40am–2:10pm

**** There may be deviations from these hours as student needs dictate.***

Delays/Early Dismissals will be determined by the Superintendent and announced. Special Education Support Personnel will be given the opportunity to report to work one **(1) hour prior to the delayed start time of school, when a two (2) hour delay is in effect, due to inclement weather, and will be given the opportunity to stay one (1) additional hour after student dismissal when an early dismissal occurs.** The employee choosing to stay the hour after student dismissal *must stay the full hour to qualify for payment*, and may not adjust their duty free unpaid lunch time as part of that hour. In the event there is an early dismissal for “all employees”, the early dismissal must be observed, as there will not be anyone in the building to supervise staff or to secure the building once the administrative and custodial staff has left. In this situation, Special Education Support Personnel are permitted to work through their lunch in lieu of working the hour after the early dismissal.

Special Education Support Personnel are expected to work during all student contact days during the school year as designated on the school calendar. In addition, three training days will be scheduled by the Director of Special Education

Absences/Time Clock System

Special Education Support Professionals must access the Time Clock Plus System within their respective buildings upon entering the building and when leaving the building. Time Clock records will be downloaded automatically by the Payroll Specialist. If you are unable to clock-in at your building, please see your building secretary upon arrival. To request or report an absence, log into the Frontline/Aesop system. The website is: www.aesoponline.com.

The following motion was Unanimously approved at the board meeting on 7/26/23:

Request approval to provide notice to employees and staff that the District will continue to receive and approve requests for FMLA, contractual, and other leaves required by law, but will not accept and automatically approve requests for additional intermittent unpaid leave, effective immediately. The District reserves the right to accept and approve requests for additional intermittent unpaid leave for good cause shown and documented in fulfillment of all District

requirements and policies which, when applicable, may include validation and confirmation of need via communication with medical providers.

Abences/Time Clock System

All employees/substitutes will use their Identification Badges to log onto the Time and Attendance System. Select the clock-in button. When exiting the building, you will need to log on to the Time and Attendance in order to clock out.

If you misplace your badge, you will need to complete a missed punch on Comply.

If for any reason you cannot clock in on the Time and Attendance System (Example: technology failure, power outage, lost I.D. badge), complete a missed punch on Comply.

<https://comply.edulinksolutions.com/login>

Please note that your identification badge is vital to bring to work everyday. It not only is a tool used to manage your working time but identifies you to other staff, students, and others that may be in the buildings. Please remember to bring and wear your badge every day you work in your buildings.

Absences/Reporting

The District believes that the regular presence of assigned personnel is vital to the success of the district's educational program. All employees are expected to report to work during their contracted employment hours. CASD uses an automated service, CSIU Absence Management, to report absences. This service will record your absence and locate a substitute, if needed. We do recognize that there are instances when absences and/or tardiness are unavoidable. On such an occasion, you are expected to make notification as early as possible.

Employees will use the CSIU Absence Management System to call off for day to day absences. Extended and/or long term leaves will require additional documentation through the Human Resources department. Central Office staff will then put the extended leaves into the system. IEP development, in-district activity, out-of-district activity, unpaid leave, vacation, visitation and bereavement day(s) require administrative approval. This shall occur electronically by building administration, once available in the system. Bereavement day(s) require the relationship and date of passing in the appropriate box. You will receive notification by email of the approval or denial of these requests. The employee shall obtain approval and/or complete the appropriate forms for conference, field trips, military leave, child rearing leave, IEP, professional development, workers compensation, athletics, sabbatical and Family Medical Leave absences.

- The CSIU Absence Management System is an online-based system that can be accessed through your computer or mobile device at the Staff Portal using your Staff Portal login credentials:

<https://fis5.csiu-technology.org/CASD/Account/LogOn>.

- To enter an absence, use the "My Information" and "My Absences" menu links and select the "Request Absence" button in the top-right of the webpage.

- For additional information and questions, please review the resources available at <https://www.casdfalcons.org/our-district/human-resources/absence-management>.

If you are unable to log into the CSIU Absence Management System to submit an absence due to an emergency, contact your building Principal or Supervisor. All absences, regardless of your position, must be reported as described.

The QR Code and additional information regarding submission of absences is at this link too:
<https://www.casdfalcons.org/our-district/human-resources/absence-management>

Time Summary in Time and Attendance

In order to check your Time Summary:

- *This can be done at the time clock
- *Please do this during a time in the day when others aren't waiting to clock in or out
- *Scan badge, clock in, top right click the 3 lines, click hours, when finished, go to 3 dots on far left, click log off

SMARTSUB

Connellsville Area School District is using an automated service that greatly simplifies and

streamlines the process of finding and managing substitute jobs in this district. This service

from SmartSub utilizes the internet and text messages to assist you in locating jobs in the

school district. The SmartSub website is available 24 hours a day, 7 days a week. SmartSub

uses two methods to make jobs available to substitutes:

1. You can search for and accept available jobs and change personal settings by visiting

SmartSub on the internet at <https://www.smartsub.com/home>.

2. You will receive an email or text notification that a job is available. You can accept the job by

going to the link in the email or text.

Important Notes:

*If you accept a job, you will be issued a confirmation number. Please remember that your

transaction is not complete until SmartSub supplies you with a confirmation number.

Should you experience difficulty using the system in any way, please contact Kelli Porterfield by

phone at 724-628-3300, ext. 1302, or email at kporterfield@casdfalcons.org

ALL AVAILABLE JOBS AND REFUSALS ARE DOCUMENTED AND REPORTED TO THE

UNEMPLOYMENT COMPENSATION CLAIMS OFFICE.

*NOTE: If there is a one (1) year lapse in substitute service, you will need to complete all new

paperwork, and be re-approved by the school board. This includes obtaining new clearances

and medical screenings, at your expense. The Connellsville Area School District will pay for

medical screenings one time for each employee.

Confidentiality:

As part of the job, a Special Education Support Professional will have access to personal information about children and their families. Both the child and the family have an absolute right to expect that all information will be kept confidential, and made available only to personnel in the school or another agency who require it to ensure that the rights, health, safety, and physical well-being of a child are preserved.

Confidentiality must be maintained according to the federal laws, state regulations, and Connellsville policies. Only people who are responsible for the design, preparation, and delivery of education and related services will have access to student records.

Other teachers, school staff, well-meaning friends, neighbors or acquaintances should not have access to information about a student's performance level, behavior, program goals, objectives, health, or progress. Information that a student and his/her family have the right to expect the Connellsville school district to respect the privacy about includes information such as but not limited to:

- ✓ The results of formal and informal assessments
- ✓ Social and behavioral actions
- ✓ Performance levels and progress
- ✓ Program goals and objectives
- ✓ Financial and other personal or family information

Confidentiality

You should share concerns regarding the well-being and safety of a student with administration, the child's teacher or staff member who is designated to play a role in the protection and welfare of the student--**and no one else**.

Confidentiality is one of the most critical and important aspects of your job as a Special Education Support Personnel. It is your legal responsibility to observe both the rights of individuals with disabilities and of parents in regard to data privacy.

Follow these guidelines where issues of confidentiality are concerned:

- ✓ Never refer to other students by name in another staffing or conference or with other parents.
- ✓ Do not share specific information about an individual's program or unique needs in the lounge, hallway, etc. or out in the community.
- ✓ Take questions you have about the organization's policies on confidentiality to the supervisor or administrator.
- ✓ Access individual records for the sole purpose of being more effective in your work with the individual.
- ✓ Go through the proper channels to access confidential information. Make sure you are authorized to do so.
- ✓ If you question policies and procedures used with an individual, discuss this privately with your supervisor. There is often confidential information that directs specific programming of which you may not be aware.
- ✓ Speak and write responsibly when passing on information. Be aware of who might hear you or read what you have written.
- ✓ Ask yourself: How would you feel if confidential information about you or your child was freely discussed?

Social Networking Tips

School personnel should refrain from becoming “Friends” or regular communicators with their students on social networking websites. One option for a reply if a student asks school personnel to be a “friend” is, “I am a school employee and so it would be inappropriate for me to “friend” you on Facebook.”

- ★ **The best and safest practice will be to refrain from discussing your job on social networking sites.**
- ★ **It is your responsibility.**

What you write is ultimately your **responsibility**. If it seems inappropriate, use caution. If you’re about to publish something that makes you even the slightest bit uncomfortable, don’t shrug it off and hit “send”. Take time to review these guidelines and try to figure out what’s bothering you and fix it. If you’re still unsure, you might want to discuss it with your supervisor. Ultimately, what you publish is your responsibility. What you publish is widely accessible and will be around for a long time, so consider the content carefully. *Trademark, copyright, and fair use requirements must be respected.*

Protect confidential information.

Be thoughtful about what you publish. You must make sure you do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced. Do not post student pictures on your social network site/page. Public social networking sites are not the place to conduct school business with students or parents.

Perception can be reality.

In online networks, the lines between public and private, personal and professional are blurred. Just by identifying yourself as a Connellsville employee, you are creating perceptions about your expertise and about the district by community members, parents, students, and the general public; and you are creating perceptions about yourself with your colleagues and managers.

Be a positive role model.

The line between professional and personal relationships is blurred within a social media contest. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

Cell Phone Use

Cell phones should be with your personal belongings unless it's approved by the building principal first.

Teaming

Working together as a team is critical for meeting the needs of students. The goal of the teacher-Special Education Support Personnel team is to provide an instructional program to meet the goals for each student in such a manner that students' success is maximized. The teacher is responsible for assessing, designing, developing, and evaluating the instructional program. The Special Education Support Personnel provides resources and skills to assist and support the instructional program. Thus, the strength of educational programming lies not in the individual, but in the team.

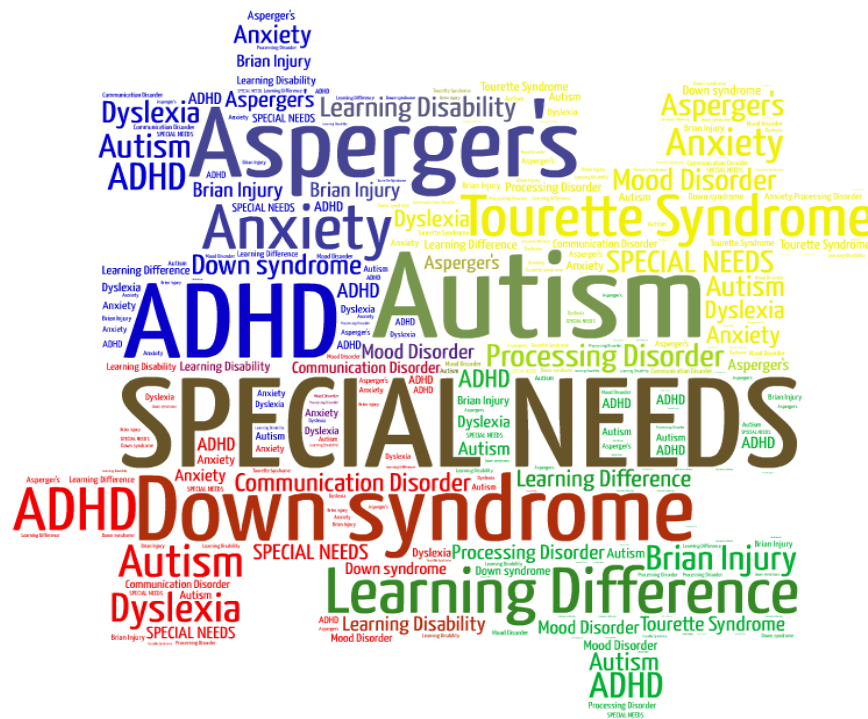
Effective communication is critical. When teachers and Special Education Support Personnel keep their discussions focused on their students' instructional program and their students' interests, their communication is more likely to support the educational environment they are both engaged in creating.

Working together as a team requires that each member of the team understand and appreciate the strengths each individual brings to the working relationship.

Access and Familiarity with IEP's

Where a Special Education Support Personnel supports a child eligible for special education, it is important that the Special Education Support Personnel understand what is expected of them within the context of the implementation of the child's IEP. Access to the child's IEP is one means of achieving this familiarity with the services included in the child's IEP and understanding the role of the Special Education Support Personnel in the implementation of the child's IEP. Disclosure of information from the child's IEP by the supervising teacher and other staff working with the child would also be appropriate. Each child's record has an access sheet included in the front of the individual record. If a staff member accesses the child's record, they must sign in on the access form indicating the reason they are accessing the child's records.

This law affects the role of the Special Education Support Personnel who works or has access to confidential information. Information about a student is confidential and should only be shared with teachers and staff who work directly with the student. Special Education Support Personnel who type, collect and store education records need to be aware that the written data is confidential and should not be shared with persons outside the educational team.



Professional Development

It is the responsibility of each instructional Special Education Support Personnel to acquire 20 hours of training each school year. These 20 hours must be related to their assignment, and must be completed in order for the Special Education Support Personnel to remain highly qualified to continue their current job assignment. The Connellsville School District will offer a number of training opportunities throughout the school year.

The Connellsville School District embraces the Department of Education's requirements to ensure that all persons who work with young children/students with special needs have the necessary training to competently perform their job responsibility.

Connellsville Special Education Support Personnel are encouraged to contact the Coordinator of Special Education for any questions that they may have regarding their requirement for annual training.

****Remember, it is the responsibility of the Special Education Support Personnel to acquire 20 hours of related annual training to remain qualified to perform their job as a Special Education Support Personnel. There will be times that more than 20 hours are acquired due to the Special Education Support Personnel's assignment or their participation in additional professional development opportunities.**

For the 2026-2027 school year, there will be three days you will be able to work to acquire 18 of the 20 required hours. In order to receive your hours you must complete the requirements/training as listed for those days by Mrs. Bohna

- Wednesday, August 19, 2026 – 6 hours
- Thursday, August 20, 2026 - 6 hours
- Tuesday, March 30, 2027 - 6 hours

The remaining 2 hours needing to be completed, you may acquire by coming in one hour early on any of the two hour delay school days.

You may be invited to attend other training sessions by Mrs. Bohna pertaining to your position.

****Please remember to punch in and out for these days, including lunch.****

Disability Terms

Autism

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance. A child who manifests the characteristics of autism after age three could be identified as having autism if the requirements of the first two sentences of this definition are satisfied.

Deaf-blindness

Hearing and visual impairments occurring together. The combination causes such severe communication and other developmental and educational problems that the child with deaf-blindness cannot be accommodated in special education programs designed only for children with deafness or only for children with blindness.

Deafness

A hearing impairment that is so severe that the child is unable to process language through hearing, with or without amplification, and the child's educational performance is affected.

Developmental Delay (Preschool)

A delay in development in one or more of the following domains: Physical development, Cognitive development, Communication development, Social or Emotional development or Adaptive Behavior.

Disability Terms

Emotional Disturbance

A condition showing one or more of the following characteristics over a long period of time and to a degree that it affects a child's educational performance, resulting in:

- ✓ An inability to learn that cannot be explained by intellectual, sensory or health factors;
- ✓ An inability to build or maintain satisfactory relationships with peers and teachers;
- ✓ Inappropriate types of behavior or feelings under normal circumstances;
- ✓ A general pervasive mood of unhappiness or depression; or
- ✓ A tendency to develop physical symptoms or fears associated with personal or school problems. This term includes schizophrenia.

The term does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

Hearing Impairment

Impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of deafness.

Intellectual Disability

Students with intellectual disabilities have significantly below average intelligence and low adaptive behavior, which appear between birth and age 16, in what is commonly referred to as the developmental period. The child's intelligence is measured by a standardized test (usually administered by a school psychologist), which indicates what the child has already learned and is a good predictor of how well he/she will perform in school. This test gives an indication of the child's range of intellectual functioning compared to other students of the same age. The child's adaptive behavior is an indication of his/her ability to respond properly to the environment. It is an indicator of his/her use of "common sense" and how he/she behaves in social situations. Students must also show a significant deficiency in their social skill development.

Children with intellectual disabilities have a slower rate of development, which often affects their academic, social and motor skills. Sometimes these skills are not important until the child begins school, and the child's problem can go unnoticed until his/her early

Disability Terms

Intellectual Disability Con't

school years. Recent developments in early identification and early intervention are improving this situation. Because of the slower rate of development, the child will need a longer period of time to learn and will require much more repetition. Because this type of child experiences memory problems, the challenge will be to find as many ways as possible to present the same information so that the child will be able to retain it. Making that information practical and relevant to the child's real life situation will be critical.

Also, because of the slower rate of learning, we must be sure to point out the tasks that these students can perform and the skills that they do possess. This will enable them to feel good about the things that they are capable of doing and will encourage them to do those things for themselves, thereby functioning as independently as possible.

Multiple Disabilities

Impairments that occur simultaneously (such as cognitive disability-blindness and cognitive disability-orthopedic impairment), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment

A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputation and fractures or burns that cause contractures).

Other Health Impairment

Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever or sickle cell anemia and Tourette syndrome; and adversely affects a child's educational performance.

Disability Terms

Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing or motor abilities, of cognitive disability, of emotional disturbance or of environmental, cultural or economic disadvantage.

Speech or Language Impairment

A communication disorder, such as stuttering, impaired articulation, language impairment or a voice impairment that adversely affects a child's educational performance.

Traumatic Brain Injury

An injury to the brain caused by external physical force or by other medical conditions, including but not limited to stroke, anoxia, infectious disease, aneurysm, brain tumors and neurological insults resulting from medical or surgical treatments. The injury results in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries, as well as to other medical conditions that result in acquired brain injuries. The injuries result in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem- solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Visual Impairment Including Blindness

Impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. Visual impairment for any child means:

- ✓ A visual impairment, not primarily perceptual in nature, resulting in a measured visual acuity of 20/70 or poorer in the better eye with correction; or
- ✓ A physical eye condition that affects visual functioning to the extent that special education placement, materials and/or services are required in an educational setting.

Definitions of Most Commonly Used Terms in Special Education

ACADEMIC - Refers to subjects such as reading, writing, math, social studies and science.

ACHIEVEMENT TESTS - A test that measures what a child has already learned.

ACTING OUT - Behavioral discharge of tension in response to a present situation or stimulus, as if it were the situation or stimulus which was originally associated with the tension. Often a chronic and habitual pattern of response to frustration and conflict.

ADAPTIVE BEHAVIOR - That behavior which is considered appropriate for a given individual in a specific context. This term usually refers to behavior that is judged accepted by authorities, such as teachers, and not in need of modification. These authorities are guided by developmental and society norms for making such judgments.

ANNUAL Goals - Specific and concrete statements of what skills a student should have at the end of a school year. Goals tell WHERE a student is going and WHEN he/she is expected to get there.

APHASIA - A weakening or loss of the ability to send and/or receive verbal and/or written messages; not connected with diseases of the vocal cords, eyes or ears.

APRAXIA - Condition in which there is no paralysis, but the motor activity cannot be coordinated normally. Seen as impulsive, jerky movements and tremors with disruptions in balance.

APTITUDE TEST - Measures someone's capacity, capability or talent for learning something.

ARTICULATION - The ability to speak – expressing oneself clearly. Disorders of speech are manifested in the form of omissions (leaving out sounds), substitutions (teef for teeth), distortions (lisping), or additions (skippering for skipping).

ASSESSMENT/EVALUATION - Assessment encompasses all those functions in the testing and diagnostic process leading up to development of an appropriate, individualized, educational program and placement for a special education child. May include screening to identify potentially disabled or gifted children; the observation, testing and diagnosis of those children to specifically identify each child's assets and deficits; and the definition of educational needs based on the specific conditions and learning profile.

AUDIOLOGIST - A person who identifies and measures hearing loss and helps in the rehabilitation of those with hearing impairments.

BEHAVIOR MODIFICATION - A procedure that is based on the belief that all behavior is learned and therefore can be unlearned (changed). One must decide the specific behavior to be changed and decide on a definite plan for accomplishing that goal.

BEHAVIORAL GOALS/OBJECTIVES - Objectives, which are written to describe what, a child will be able to do as a result of some planned instruction. BEHAVIORAL objectives are usually interpreted as objectives that can be measured in some definitive or quantitative way, e.g., given a list of ten (10) three-letter words, Johnny will orally read eight (8) of the ten (10) words correctly within 90 seconds.

Definitions of Most Commonly Used Terms in Special Education

CONFIDENTIALITY - Although the concept of confidentiality of job related information is inherent with any profession, the need for strict confidentiality must be stressed when dealing with exceptional children. Information relating to a child's exceptionality and corresponding remedial programs may be discussed with your supervising teacher, building administrator, regular education classroom teacher, and director of student services, but no further. Avoid lunchroom, lounge, and back fence gossip.

CONGENITAL - Usually a defect which exists at the time of birth.

DECODING - Ability to change sounds or symbols into ideas.

DEFICIT - Delay or inadequacy in functioning due to general immaturity and developmental lag.

DEVELOPMENTAL - Successive changes during the process of natural growth.

DIAGNOSIS - The process of identifying the nature, cause or extent of a disease or response.

DISABILITY - A physical or mental impairment that interferes with or prevents normal achievement in a particular area.

DISTRACTIBILITY - The ready and rapid shifting of attention through a series of unimportant stimuli -- inability to fix attention on any one subject. Similar to short attention span, it more appropriately suggests an inability to concentrate on one thing for very long without distractions.

DYSGRAPHIA - Impairment in spontaneous writing.

DYSLEXIA - A disorder of children who, despite conventional classroom experience, fail to learn to read. The term is most frequently used when neurological dysfunction is suspected as a cause of the reading disability.

EARLY CHILDHOOD PROGRAMS - The early childhood Special Education Support Professional is a team member who works under the supervision of the certificated teacher. His/her duties are reinforcing in nature and are designed to assist individual children in achieving behavioral and developmental objectives as established by the teacher, consultant, and therapist responsible for evaluation and programming.

ECHOLALIA - Automatic reiteration of words or phrases, usually those that have just been heard.

EXPRESSIVE LANGUAGE SKILLS - Skills required to produce language for communication with other people. Speaking and writing are expressive language skills.

GIFTED - Those individuals who have potential for outstanding performance by virtue of superior intellectual abilities . . . those with demonstrated achievement and/or potential ability.

GRADE EQUIVALENT - The score a student obtains on an achievement test, translated into a standard score which allows the individual student's score to be compared to the typical score for students in his grade level. A "grade equivalent" score of 6.0 means the score that the average beginning sixth grader makes; a "grade equivalent" score of 6.3 means the score that the average student who has been in sixth grade for three months makes. In addition to grade equivalent scores, actual work samples need to be gathered to avoid misinterpretation of the student's actual performance in a specific academic subject.

HYPERACTIVITY - Excessive activity. The person seems to have a surplus of energy and is unable to control movements for even a short length of time.

Definitions of Most Commonly Used Terms in Special Education

IEP - INDIVIDUAL EDUCATION PROGRAM - A written statement, developed by the assessment team [school administration, psychologist, special education teacher, child's teacher(s) and parent(s)] translating child evaluation information into a practical plan for instruction and delivery of services. According to IDEA, the content of the IEP, related to a particular disabled child, is as follows:

- ✓ Present levels of educational performance;
- ✓ Annual goals and short-term objectives;
- ✓ Specific educational services to be provided;
- ✓ Extent to which child will participate in regular classroom;
- ✓ Projected date for initiation and duration of services;
- ✓ Objective criteria and evaluation procedures;
- ✓ Schedule and procedures for review (must be at least annually); and
- ✓ Consideration of special factors.

IMPULSIVITY - Behavior engaged in without sufficient forethought or care.

INTELLIGENCE QUOTIENT (I.Q.) - A number, which tells how, a person's performance on a standardized test compares with the performance of an average person of his same chronological age. Average I.Q. is 100; Average Range = 90-110.

ITINERANT TEACHER - Travels from school to school helping the child with special needs and acting as a consultant for the regular teacher.

LANGUAGE, EXPRESSIVE - Speaking and writing.

LANGUAGE, RECEPTIVE - Listening and reading.

LEAST RESTRICTIVE ENVIRONMENT - The concept that each disabled child is to be placed in a learning environment that most closely approximates the learning environment of his/her non-disabled peers (regular classroom) and provides for the most appropriate educational opportunities for the disabled child.

MAINSTREAMING/Inclusion - In situations where students are being mainstreamed into regular class programs, the Special Education Support Professional may assist the teacher to facilitate the mainstreaming process. At times when the teacher is working with the exceptional pupils, the Special Education Support Professional works with the class in a group activity.

MOTIVATION - A stimulus to action; something (a need or desire) that caused one to act.

Definitions of Most Commonly Used Terms in Special Education

OCCUPATIONAL THERAPY (OT) - Treatment provided by a therapist trained in helping the patient develop mental as well as physical well-being in all areas of daily life, e.g., self-care, prevocational skills, etc. The therapist involves the patient in active participation of the treatment process to help speed up the recovery and rehabilitation process.

PERCENTILE RANK - A number, between 0- 100, that tells what percentage of individuals in a group got scores below a certain score. A percentile rank of 78 says that the person scored higher than 78% of the group and lower than the other 22%. Percentile rank should not be confused with the percentage score on the test.

READING COMPREHENSION - The ability to understand what one has read.

RESIDENTIAL SCHOOL - Provides a "home-away-from-home" setting, and is primarily used for a child who is multi- handicapped or whose school district cannot give him/her the special help needed.

SHORT-TERM OBJECTIVES - A series of intermediate steps that will take the student from where he/she is now to accomplishing an annual objective.

SPEECH PATHOLOGIST, SPEECH THERAPIST, OR TEACHER OF SPEECH/ LANGUAGE IMPAIRED - A person *trained to provide analysis, diagnosis and therapy for speech and language disturbances.*





CONNELLSVILLE AREA SCHOOL DISTRICT

Special Education Department & Student Services

732 ROCKRIDGE ROAD
CONNELLSVILLE, PA 15425

Phone: 724-628-3300

Nicholas Damico, Director

To: Special Education Support Professionals
(Classroom Aides, PCA's, CTC Shop Aides, and CAMS Monitor/Aide)

Flexible Instructional Days

If the district decides to go on a flexible instructional day, you will be notified via “**all call**” if the day will be on a Category 1 or Category 2 FID Schedule.

Category 1 FID Schedule	Category 2 Fid Schedule
Attendance- Attendance for remote work will be recorded via google form. The link to the google form will be posted under “Staff” on the CASD website prior to start time on the FID day. It is the responsibility of the employee to complete the google form at the beginning of their work day, or the employee will be considered absent for that day. An email will be sent every FID Category 1 to all paraprofessional staff from the Coordinator of Special Education with specific trainings to complete. 2 hour delay - You will have the opportunity to log in one hour early and complete any new course(s) on Vector Solutions or Master Teacher related to your role as a SESP.	Attendance - badging in and badging out. Report to your building at normal time. Prior to students logging in for remote learning: Assist your Team Leader in their rooms as needed. If assistance is not needed, Complete courses on Master Teacher or Vector Solutions related to your role as a SESP. and/or Report to your building office and offer assistance.
Remote Learning- Special Education Support Professionals will be asked to	Remote Learning- Special Education Support Professionals will be asked to

assist virtually by following the list of duties below: -Go into google classroom/meet with your teacher(s) and monitor student(s) behaviors during the lesson. -Provide breakout sessions (one on one or small groups) at times determined by your teacher and your role as a special education support professional. -Report to your building office and offer assistance during times not needed for remote instruction. -An email will be sent every Remote Learning Day to all paraprofessional staff from the Coordinator of Special Education with specific trainings to complete. - Complete Billing through MaxCapture	assist virtually by following the list of duties below: -Go into google classroom/meet with your teacher(s) and monitor student(s) behaviors during the lesson. -Provide breakout sessions (one on one or small groups) at times determined by your teacher and your role as a special education support professional. -Complete courses on Master Teacher or Vector Solutions related to your role as a SESP. Other Support -Assist Team Leaders in their classrooms -Report to your building office and offer assistance during times not needed for remote learning. - Complete Billing through MaxCapture
Email -send, via email, a 1-2 paragraph summary of “what you did today” to The Coordinator of Special Education and upload certificates from trainings to Comply Portal. Email: jbohna@casdfalcons.org	Email -send, via email, a 1-2 paragraph summary of “what you did today” to The Coordinator of Special Education Email: jbohna@casdfalcons.org

Master Teacher Course List Click [Here](#)

Vector Solutions Course List Click [Here](#)

Note: If special education support professionals are unable to work remotely, **for any reason**, they must report to their building **or** utilize the leave days afforded to them in the collective bargaining agreement.

Such reasons may include, but not be limited to:

- SESP did not take home the necessary equipment from work the day before
- SESP does not have internet access at home
- SESP has difficulties with the technology, among other things.

REMOTE INSTRUCTION DAY (RID) DETAILS

Category 1:

Remote Instructional Days For Road Conditions (Ice/Snow, Other Acts of Nature)

Teachers/Nurses: Work from home, log on at regular start time

Personal/Classroom Aides: Work from home, log on following a delay schedule

Clerks, Hall Monitors, Building Monitors, Truant Officers: Report to school on a delay schedule

Food Service: Report to school, refer to MOU

Custodial/Maintenance, IT, Secretaries, Admin: Normal schedule

Category 2:

Remote Instructional Days For "Other" (Extreme Cold Temperatures, Technical, Maintenance, Acts of Nature, Tragedies, Election Days, Power/Water/Internet, Etc.)

Teachers/Nurses: Report to school at regular start time

Personal/Classroom Aides: Report to school at regular start time, refer to MOU

Clerks, Hall Monitors, Building Monitors, Truant Officers: Report to school, refer to MOU

Food Service: Report to school at regular start time, refer to MOU

Custodial/Maintenance, IT, School Police, Secretaries, Admin: Normal schedule

Employee Attendance:

Google Form for category 1 (emailed and posted on website), swipe badge in time management system for category 2

Student Attendance:

Sign-on through Schoology, recorded by homeroom teacher at the end of the day using the analytics report

Setup Of the Day/Instruction:

- Asynchronous

- Lesson posted by the start of 1st period

- Basic setup: Bell ringer, direct instruction, assignment, assessment/exit ticket

- Teachers will be available through email and/or Schoology Video Conferencing each period of the day for communication/assistance with assistance.

- A student who does not have online access on a FID day or their teacher is absent should complete one of five pre-populated, printed choice board options and has 3 days to complete and return the assignments to get credit for the day.

- Staff that cannot get to school/have internet/have power/access must call off for the day.

Student Expectations for a RID Day

- CASD has the ability to call a remote instruction day (RID) at any point in the school year due to an extenuating circumstance.
- Students are expected to be prepared for a remote instruction day (RID) at all times and without prior notice.
- Students should log-in to Schoology during the school day, following the RID day schedule
- Teachers will be available through Schoology Video Conferencing and/or through email for questions and assistance during each period of the day that they are assigned to a teacher.
- If a student cannot access Schoology remotely, they are to complete a choice board activity for each of their classes. The choice boards have been passed out previously by each teacher (and preferably housed online in a shared drive/folder with their classes). The activities must be completed and returned to teachers within 3 school days to receive credit for the assignment and attendance for the FID day. If a student loses their choice board activity, they should contact their teacher or school for a replacement.
- If a student does not log-in and complete work during the school day or complete a choice board activity and return it to the teacher within 3 school days, they will be marked absent for that day.
- If a teacher is absent during a flexible instruction day and no assignment is available, the student should complete a choice board activity during that day.

Staff Expectations for a RID Day

- CASD has the ability to call a remote instruction day (RID) at any point in the school year due to an extenuating circumstance.
- Teachers are expected to be prepared for a remote instruction day (RID) at all times and without prior notice.
- Staff must report (in-person or remotely) based on the classification of employees and the type of remote instruction day that is called in accordance with the RID schedule.
- All staff should be fully aware of the differentiation between category 1 and category 2.
- Teachers should have a lesson posted by the beginning of 1st period on a RID day.
- Teachers and aides are expected to be available each period of the day for communication/assistance through Google meet and/or email.
- Teachers should provide relevant choice board activities to students prior to a RID day being called and should routinely refer to, remind students, and update choice board activities throughout the school year. (and preferably housed online in a shared drive/folder with their classes)
- Homeroom teachers should monitor student attendance through Google student log-ons by using the analytics report and take attendance by the end of the RID day.
- If a staff member cannot complete their duties, log-on remotely, or report to school on a RID day, they are to call off for that day.

Staff Schedule:

(This is the staff schedule, a student/family/public schedule is included separately. Do not publish this schedule to students/family/public to prevent confusion over staff reporting, meeting, office hours, homeroom, etc.)

	CTC	CAHS	CAMS	ELEMENTARY
Staff reports/Logs on Planning and post lesson for the day	6:45	6:55	7:05	8:15
Staff meeting	9:00- 9:10	9:00- 9:10	9:10- 9:20	11:00- 11:10
Period 1 Communication/Assistance	9:30- 9:55	9:30- 9:55	9:30- 9:55	11:30- 11:50
Period 2 Communication/Assistance	9:55- 10:20	9:55- 10:20	9:55- 10:20	11:50- 12:10
Period 3 Communication/Assistance	10:20- 10:45	10:20- 10:45	10:20- 10:45	12:10- 12:30
Period 4 Communication/Assistance	10:45- 11:10	10:45- 11:10	10:45- 11:10	12:30- 12:50
Period 5 Communication/Assistance	11:10- 11:35	11:10- 11:35	11:10- 11:35	12:50- 1:10
Lunch	11:35- 12:05	11:35- 12:05	11:35- 12:05	1:10- 1:40
Period 6 Communication/Assistance	12:05- 12:30	12:05- 12:30	12:05- 12:30	1:40- 2:00
Period 7 Communication/Assistance	12:30- 12:55	12:30- 12:55	12:30- 12:55	2:00- 2:20
Period 8 Communication/Assistance	12:55- 1:20	12:55- 1:20	12:55- 1:20	2:20- 2:40
Period 9 Communication/Assistance	1:20- 1:45	1:20- 1:45	1:20- 1:45	2:40- 3:00
Period 10 Communication/Assistance	-	-	-	3:00- 3:20
Homeroom/ Office Hours	1:45- 2:10	1:45- 2:20	1:45- 2:30	3:20- 3:40

Student Schedule:

	CTC	CAHS	CAMS	ELEMENTARY
Period 1 Communication/Assistance	9:30- 9:55	9:30- 9:55	9:30- 9:55	11:30- 11:50
Period 2 Communication/Assistance	9:55- 10:20	9:55- 10:20	9:55- 10:20	11:50- 12:10
Period 3 Communication/Assistance	10:20- 10:45	10:20- 10:45	10:20- 10:45	12:10- 12:30
Period 4 Communication/Assistance	10:45- 11:10	10:45- 11:10	10:45- 11:10	12:30- 12:50
Period 5 Communication/Assistance	11:10- 11:35	11:10- 11:35	11:10- 11:35	12:50- 1:10
Lunch	11:35- 12:05	11:35- 12:05	11:35- 12:05	1:10- 1:40
Period 6 Communication/Assistance	12:05- 12:30	12:05- 12:30	12:05- 12:30	1:40- 2:00
Period 7 Communication/Assistance	12:30- 12:55	12:30- 12:55	12:30- 12:55	2:00- 2:20
Period 8 Communication/Assistance	12:55- 1:20	12:55- 1:20	12:55- 1:20	2:20- 2:40
Period 9 Communication/Assistance	1:20- 1:45	1:20- 1:45	1:20- 1:45	2:40- 3:00
Period 10 Communication/Assistance	-	-	-	3:00- 3:20

2025-2026 Special Education Support Professional Handbook Verification Form

I have received a copy of the Special Education Support Professional Handbook.

I also understand that I have access to the handbook on our district website.

I understand I **MUST** communicate and coordinate with all teachers and administrators on a regular basis to ensure success for the students.

I understand that I am **required** to comply with district policies and can be subject to disciplinary action for non-compliance.

X _____

Support Professional Name (Printed)

X _____

Support Professional Signature

Campus: _____

Date: _____

Please return this form to the Special Education Office

Billing & Technology Information

Access for Billing Information

Any questions regarding access billing please contact

[Denise Petrowski](#)

dpetrowski@casdfalcons.org

Technology

Any questions regarding Chromebook/laptop issues
please contact

Kevin Ghost

kghost@casdfalcons.org

**Wishing you a
successful
2026-2027
school year!**

**Julie Bohna
Coordinator of Special Education
732 Rock Ridge Road
Connellsville, PA 15425**

SESP Handbook Quiz

Name: _____ Date: _____

Directions: Please complete all questions below. You may reference your handbook any time during the quiz. When completed, please turn in the quiz to your building office.

Name three primary responsibilities of a SESP.

Confidential student information should only be shared with who?

List 3 duties and responsibilities of a SESP.

Who allows cell phone use approval during teaching and/or supervising times?

Explain the chain of command process.

List 3 Tips and Suggestions that have helped or you feel will help you to be successful as a SESP.

Why is the job of maintaining confidentiality important?

The best and safest practice in regards to your job and social networking sites ?

What are the minimum training hours required for you to become/remain qualified to perform your job as a Special Education Support Professional?

List 3 unacceptable duties and/or responsibilities: