

Conrad Weiser Area SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

44 Big Spring Rd
 Robesonia, PA 19551-8948
 610-693-8545
 Superintendent: Randall Grove
 Director of Special Education: Jessica Head

Planning Committee

Name	Role
Lindsay Estrada	Administrator : Special Education
Jessica Head	Administrator : Special Education
Gloria Troup	Community Representative : Special Education
Karen Trout	Community Representative : Special Education
Jodi Voletto	Community Representative : Special Education
Scott Michael	Ed Specialist - School Counselor : Special Education
Jeanne Blum	Elementary School Teacher - Regular Education : Special Education
Michelle Diamond	Elementary School Teacher - Regular Education : Professional Education Special Education
Robert Dunmoyer	High School Teacher - Special Education : Special Education
Heather Wamsher	Middle School Teacher - Special Education : Special Education
Carrie Coleman	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 579

Identification Method

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

The district uses a process that rules out a lack of appropriate reading and math instruction as the cause of academic difficulties. In addition, the district determines the extent to which the child has responded to core and remedial academic instruction. The LEA also recognizes and implements as regular practice the PA guidelines and criteria for identifying students with a specific learning disability. There are four factors used as criteria in determining eligibility. They are as follows:

1. Adequate academic achievement with regard to age or meeting state approved grad level standards.
2. Use of an RtII/MTSS or ability vs. achievement discrepancy method.
3. Rule out factors such as emotional disturbance; vision, hearing, or motor problems; cultural or environmental issues; limited English proficiency
4. Ruling out of lack of instruction explained further below.

The district implements a tiered system of interventions at each building that specifically targets students' deficit areas of ability. When lack of instruction by qualified personnel (using curriculum based assessments at regular intervals) is ruled out and the student has not responded to the remedial or tiered levels of intervention and instruction, norm-referenced tests of intelligence and achievement are utilized. A comprehensive multidisciplinary evaluation is conducted by a certified school psychologist that leads to an identification of a child with a learning disability. The identification is done by testing results that demonstrate a severe discrepancy between ability and achievement. Following the completed evaluation, a team of individuals (professional staff representing the LEA and including parents) meet to review the results and generate an individualized program of instruction.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The significant disproportionality in the LEAs identification of students identified as Other Health Impairment (OHI) has been a focus for several years. As stated in the previous plan, this disability classification has increased more dramatically than other areas of exceptionality mostly as a result of increased diagnoses of mental health issues and related areas of need such as ADHD/ADD which have impacted a student's ability to participate in the public school setting without accommodations and support.

The district will continue to make a concerted effort to address the issue in the coming years by implementing the following strategies:

- 1) Collaborative regular education and special education behavior teams to review students in need of support and implement/review plans prior to referrals being made. This will include involvement of a school psychologist, SAP trained team members, school counselors, and building level intervention specialists, special education itinerant teacher(s), along with building administration.
- 2) Work with psychologists as a team to review final evaluation results and discuss possible alternate recommendations (i.e 504 plans).
- 3) Monthly student progress and review meetings to discuss continued eligibility and need for an IEP and possible move to a 504 if students no longer demonstrates a need for specially designed instruction.
- 4) Building level team meetings to discuss instructional strategies and differentiation techniques that support students with possible attentionally and mental health issues.
- 5) District wide counseling services for students identified with mental health issues as the primary means of support.
- 6.) BCBA consultative services for students displaying behaviors of concern prior to referral.
- 7.) Implementation of a Restorative Practice model at the secondary level for all students and staff.
- 8.) Additional staff professional development trainings on Trauma Informed Practices and how to educate students that have experienced trauma.

The significant disproportionality in the LEAs identification of students identified in the area of Specific Learning Disability has started to come on the radar in the last few years. This disability classification has increased due to the change in population within the CWASD over the last 5 years. We have also been working to identify holes/gaps in our core curriculum at the Tier I level. Over the last two years the district has worked diligently to implement the following new items into each tier:

- 1.) Implementation of phonics or phonological, language-based content in all K/1 classes. While various programs and approaches were being implemented over the past two years, the district will be working toward a cohesive implementation of research validated approaches over the subsequent two years.
- 2.) The LEA has moved toward a framework approach for reading in grades K-5. This is something the LEA is taking a deeper look at over the next year (third year) of implementation to determine if core changes should be made.
- 3.) The LEA has increased the number of varied offerings at the Tier 2 & 3 level in order to offer a larger variety of intervention strategies to all learners.
- 4.) The LEA has piloted 2 new, and 1 updated math curriculum. The district will be reviewing the feedback and will decide which program to use, along with intervention programs that accompany the new program.

5.) Occupational Therapists and COTAs consult with general education staff on strategies and techniques to use in all classes to improve hand strength and basic writing strategies. In addition, they provide assistance and training for staff to support students sensory and focus needs.

6.) Implementation of a common benchmark tool for all student K-5 (*DIBELS/Acadence*)

The district will continue to make a concerted effort to address the issue in the coming years by implementing the following strategies:

- 1) Collaborative regular education and special education behavior teams to review students in need of support and implement/review plans prior to referrals being made. This will include involvement of a school psychologist, SAP trained team members, school counselors, and building level intervention specialists, special education itinerant teacher(s), along with building administration.
- 2) Work with psychologists as a team to review final evaluation results and discuss possible alternate recommendations.
- 3) Monthly student progress and review meetings to discuss continued eligibility and make sure students are making progress and receiving instruction in a program that matches the students deficits.
- 4) Building level team meetings to discuss instructional strategies and differentiation techniques in order to work towards academic independence.
- 5.) Work with building level intervention specialists, coaches, and principals to expand offerings/programs in tiers 2 & 3 to meet a variety of reading, writing, and math needs.
- 6.) Allow speech therapists to train K-4 staff on age appropriate sounds. Speech therapists will work with each grade level, K-4, to provide an overview and scope of sounds that students should be producing at each level. They will provide coaching and follow up with identified building level staff following a training.

Non-Resident Students Oversight

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

The District does have three non-resident facilities of students within the district borders. The District has a working relationship with each of the facilities/programs and actively provides educational services for special education students who are residing within those facilities. The District publicly distributes through hard copy and website information annually child find information and the annual public notice as required by law.

The District contracts services with qualified District staff to provide on-site instruction where necessary and involves designated facility. All other non-residential students attend the District Schools and are afforded FAPE according to the state and federal guidelines for the provision of educational services for special needs students.

The District currently does not identify any barriers or problems in meeting obligations under Section 1306.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The district upon notification of an incarcerated student, works jointly with the Berks County Intermediate Unit to coordinate educational services and serves as the primary line of communication with any juvenile correction institution, detention center, or adjudicated placement facility. Other such facilities outside the county boundaries contact the LEA's Special Education Office as needed to coordinate necessary educational services for students who are placed in their programs but reside in the LEA's district. Contact with the last known educational placement is made, and school records are requested to assist in programming. Any necessary evaluation or re-evaluation is performed as required by law and an appropriate program is developed and provided as per IDEA.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Procedures that assure children with disabilities are educated with non-disabled children include: district-wide staff development on the topic of differentiated instruction; instructional support and remediation programs at the pre-referral level. Tiered intervention strategies are also part of the district's programming across all grade levels. Accommodations and program modifications are implemented to ensure maximum participation.

In each of the district's elementary schools where most of the initial identifications for special

education occur, pre-referral interventions, including remedial instruction both inside and outside the classroom, are provided. Classroom teachers differentiate instruction in order to assist the struggling learner. Title One staff support teachers and students within the classroom as well as work with small groups of students outside the classroom. The LEA has implemented several co-taught classrooms at the K- 8 levels as well as a hybrid model of learning at the 5th-8th grade levels that include all students identified and participating in special education programming. This model allows for students to receive traditional whole group presentation of materials in a small group setting, allowing the teacher more freedom to differentiate for a full class.

After eligibility for special education services is established, IEPs are developed that maximize the time spent in general education classrooms. Special education classrooms are used simply for the time direct instruction needs to be delivered. Additionally, there is the availability of an academic support center (resource room) at both the middle and high school buildings. The resource rooms are staffed with certified teachers throughout the entire school day to accommodate student needs and SDI's as required. At the elementary level, a "homework club" has been established toward the end of the school day to support students needing a little extra support from a special education teacher or paraprofessional. Support from special education teachers and paraeducators may be provided in the general education classroom as necessary, but still with the forefront of LEA in mind. Availability of therapeutic staff support workers supplied by community agencies also support children in their general education classrooms.

The district has provided and will continue to provide training in the following areas:

- Progress Monitoring in reading & math (AIMSweb & Acadence)
- Assessing student progress in the general education setting using CBA's (including Acadence)
- Effective instruction through Direct Instruction programs
- Implementing SDI's in the general education setting
- Adapting and modifying curriculum in the classroom
- Effective co-teaching practices including increased co-taught teaching models

Current Programs and Services that Supplement Primary Instruction and assist in student's ability to participate in general education setting include:

Pediatric Therapeutic Services	Provides speech, occupational, and physical therapy
Pediatric Therapeutic Services	Sensory Integration Training
Pediatric Therapeutic Services	Behavior Supports & Consultation (BCBA)- Including Trainings
Invo Health Care	Social Worker
BCIU	Provides direct services and training in behavioral support and planning
BCIU	Itinerant visual support teacher
BCIU	Orientation and mobility specialist

BCIU	Interpreter for the hearing impaired
BCIU	Itinerant hearing support teacher
BCIU	Provides assistive technology support
School District	Ongoing team assessment of barriers to accessing general education (SaS Toolkit)
School District	Differentiated instruction/Acadence Progress Monitoring
School District	Testing accommodations
School District	Preferential seating
School District	Social skills instruction
School District	Individualized paraprofessional support
School District	Recordings for the blind
School District	Targeted technology strategies for students with dyslexia
School District	Co-Writer and speech to text software

Indicator 5 Data Analysis:

The LEA has met each of the Indicator 5 targets as documented and reported in the most recent (Spring 2015) Cyclical Compliance Monitoring and reviewed by the BSE.

Behavior Support Services

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

As required by and in accordance with IDEA and Chapter 14, the Conrad Weiser Area School District Behavior Support Policy contains all relevant components to include a general policy statement, principles in developing appropriate behavior plans, identification of inappropriate techniques and positive techniques and general guidelines for following behavioral support interventions.

Included in the policy is a four-tier level system from least intensive to most intensive behavioral interventions and corresponding guidelines for implementation of each level. Conrad Weiser Area School district regularly has staff (teachers, guidance personnel, nursing staff, and administrators) participate in the ongoing behavior intervention and team training conducted through the BCIU, Conrad Weiser Staff that are certified Safety Care Trainers, BCBA staff, and Trauma Informed certified staff. These sessions are attended at least annually, and follow-up sessions are conducted to update and revise practices currently in place.

"Safety Care" (QBS) training, an intensive three-day crisis prevention training program is provided

for all district paraprofessionals, teachers, and administrators who support students with emotional or behavioral needs, including students with Autism & intellectual disabilities. Transportation aides are also participants in this training. Re-certification is provided annually by our Weiser Certified QBS Trainers.

Our district utilizes two professional staff as itinerant teacher consultants that assist to coordinate the behavioral supports for the district. This includes making sure special education professional and support staff receive assistance and training in the areas of behavior plans and data collection to assess and monitor student behaviors. One of the two itinerants is primary contact for our contracted BCBA through Pediatric Therapeutic Services, who is deployed to assist staff in difficult cases through the FBA and behavior plan implementation process. Behavior team meetings are scheduled at least monthly to address student behavior concerns. Team meetings to review/revise existing behavior plans happen on a rolling basis and as often as a need arises. This team always consists of the special education case manager, an itinerant teacher, school counselor, building administrator, and regular education staff that may need assistance with a revises/updated plan. Teaching staff are also exposed to periodic follow-up training by CWASD staff to reinforce behavioral support policies and interventions. These trainings involve the paraprofessional staff as well when appropriate.

The LEA implements and coordinates an emotional support program, Weiser Decisions, for students with significant behavioral issues. The program uses core foundations in *Restorative Practices* to assist in daily social/emotional development. Weiser Decisions also utilizes the *Quality Indicators of Emotional Support Programs* tool as an instrument to measure and monitor behavior management and instructional practices. Those 8 Indicators are as follows:

- 1) Academic Instruction and Support
- 2) Social-Emotional Instruction and Support
- 3) Behavior Management
- 4) Communication and Collaboration
- 5) Evaluation and Assessment
- 6) Post-Secondary Transition
- 7) Staff-student Interactions
- 8) Professional Development

A handbook that includes behavioral support policies at Decisions is also available and aligned with the district-wide behavior support policy.

Departmental meetings are currently held at each building level on at least a quarterly basis to review over-arching student needs. Case Managers that support students with behavioral needs are met with monthly in order to plan and review each individual students' case, plans, and needs. Individual follow-up is then conducted with the by the itinerant consultant(s) to assist in writing of behavioral goals and/or developing PBSPs.

The district has successfully integrated the A-B-C-C behavior plan format into the IEP document and has regularly used the formal FBA process to initiate the overall positive behavior support plan process.

The school district is regularly involving the BCIU TaC staff in the active phase of these models through their assistance and direct participation in developing FBA's to include data collection and tool development, development of an actual plan, monitoring the plan and revising where necessary.

The models also include the implementation of the Manifestation Determination worksheet when required. If a Manifestation is necessary, a school psychologist is involved and is the leader of this team.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Conrad Weiser has a continuum of special education programs and supports to provide FAPE for its students. We have added several classrooms and completed continuums over the last few years in order to ensure FAPE for all Weiser students. The district has not experienced difficulty ensuring FAPE to any individual students or any particular disability categories. The LEA has also established working relationships with neighboring school districts if a placement is necessary for a student requiring more intense aggressive behavioral supports. In addition, the district has developed relationships with several private, specialized programs to assist in providing the most appropriate services to students.

If there were a hard-to-place student, the districts itinerant teacher would work with the family to visit and meet with a variety of specialized programs that may meet the student's needs. This itinerant would continue to work closely with the family and selected school to ensure that the student is receiving the best possible educational experience that continually meets the student's complex needs.

The district will continue to maintain relationships with the intermediate unit, neighboring school districts, private schools, and agencies in the community to serve hard-to-place students. The LEA provides the same reciprocal services to neighboring school districts in the areas of emotional support services (i.e. Weiser Decisions Program, elementary emotional support).

In order to meet the growing variety of needs within the Conrad Weiser School District we have opened a large variety of new classrooms since our last comprehensive plan. Over the last 5 years, the district has opened a middle school Autistic Support Classroom, an elementary Verbal Behavior Autistic Support Classroom, Three Life Skills Classrooms to complete a full continuum (Kindergarten to Age 21), an additional elementary emotional support classroom, a full-time middle school emotional support classroom (currently located within the Weiser Decisions program), and a high school full time emotional support classroom. Over the year, the district will work to complete its Autistic Support Continuum by adding a classroom at the high school level. In addition, the district will be moving the full-time emotional support classroom apart of the Weiser Decisions program to

the Conrad Weiser Middle School Building. Within this classroom, social work services, including group & individual sessions, will be provided, and Trauma Informed Practice Strategies will be accessed for each student. Over the next two years, our high school Weiser Decisions Classrooms will move to our High School Building in order support the students, without the need of transportation, that not only need ES services, but those that are ready to once again access the general education setting. All current related services and the CORE foundations of the program will stay in tacked for these students.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Bethany Children's Home	Nonresident	Conrad Weiser Area School District	26
Safe Guards	Nonresident	Conrad Weiser Area School District	3
Child First	Nonresident	Conrad Weiser Area School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Vista School	Approved Private Schools	AS	1
Kidspace National Centers	Other	Emotional Support	2
Janus School	Special Education Centers	Autistic Support	3
Lancaster/Lebanon IU 13	Instruction in the Home	Multiple Disabilities Services	1
River Rock Academy	Other	Emotional Support	6
Elwyn, Opportunities School	Other	Emotional Support	5
Pathways	Approved Private Schools	Autistic Support	1
New Story	Other	Autistic Support	5
Lancaster/Lebanon IU 13	Neighboring School Districts	Emotional Support	1
Hogan Learning Academy	Special Education Centers	Autistic Support	1
John Paul II	Special Education Centers	Autistic Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Plan Update

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	20	1
Locations:				
CW West	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Special Ed Plan Update

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	20	1
Locations:				
CW West	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 1, 2015

Reason for the proposed change: Reclassified position

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	20	1
Locations:				
CW West	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: September 1, 2015**Reason for the proposed change: New classroom***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	20	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Classroom relocation***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Class relocation***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Plan Update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	20	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	50	1
Locations:				
CW West	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	50	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	28	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Update for Special Ed Plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	20	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: September 1, 2015**Reason for the proposed change: Update for Special Ed Plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	33	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 16, 2016**Reason for the proposed change: Update for Special Ed Plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	15	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #14*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 16, 2016*

Reason for the proposed change: Update Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	13	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	12 to 13	15	1

but More Than 20%)	Support			
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #18*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: September 1, 2015**Reason for the proposed change: Update to plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Update to plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	13	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: September 1, 2015**Reason for the proposed change: Update to plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	16	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	18	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 19	18	1
Justification: Teacher reassignment				
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	19	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	38	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	42	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	17	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 16, 2016**Reason for the proposed change: Update to Special Ed Plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	18	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 28, 2017**Reason for the proposed change: Update to Special Ed Plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 19	12	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 16, 2016**Reason for the proposed change: Update for Special Ed Plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	8	1
Locations:				
CW Decisions	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #31*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 16, 2016*

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 18	9	1
Locations:				
CW Decisions	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 18	7	1
Locations:				
CW Decisions	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 13	8	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 9	5	1
Locations:				
CW East Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	15	1
Locations:				
CW West Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	8	1
Locations:				
CW Decisions	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* January 2, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	20	1
Locations:				
East Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Autistic Support	10 to 14	8	1

but More Than 20%)				
Locations:				
Conrad Weiser Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #39*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 27, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 9	8	1
Justification: The IEP Teams have agreed that exceeding the Chapter 14 age- range limitations are justified for valid, educational reasons.				
Locations:				
West Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: May 6, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	15	1
Locations:				
Conrad Weiser West Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: August 26, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 18	12	1
Locations:				
Conrad Weiser High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42*Operator: School District***PROGRAM DETAILS***Type: Position*

Implementation Date: February 3, 2020

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 8	25	0.4
Locations:				
Conrad Weiser East Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director Of Special Education	CWASD	1
Psychologist	CWASD	1
Psychologist	CWASD	1
Paraprofessionals	CWASD - All buildings	60
Transition Coordinator	CWASD - MS/HS	1
Transportation Aides	CWASD	5
Secretary	CWASD - Special Education Office	1
Access Coordinator	CWASD - Special Education Office	1
Secretary	CWASD - Special Education Office	1
Psychologist	CWASD	1
Itinerant Teacher Consultant	CWASD	1
Itinerant Teacher Consultant	CWASD	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologist	Outside Contractor	30 Hours
Occupational Therapist Assistant	Outside Contractor	3 Days
Occupational Therapist	Outside Contractor	2 Days
Physical Therapist	Outside Contractor	4 Hours
Social Worker	Outside Contractor	5 Days
Vision Impaired Support	Intermediate Unit	30 Minutes
Hearing Impaired Support	Intermediate Unit	30 Minutes
Occupational Therapist	Outside Contractor	5 Days

BCBA	Outside Contractor	2 Days
Speech & Language Pathologist	Outside Contractor	4 Days
Speech & Language Pathologist	Outside Contractor	2 Days

District Level Plan

Special Education Personnel Development

Autism

<p>Description</p>	<p>Ongoing professional development and training for staff in the implementation of programs and services for students on the autism spectrum continues to be a high priority for the CWASD.</p> <p>The LEA has staff participate in local (BCIU) and other professional workshops offering strategies for educating student on the autism spectrum. The LEA will offer a variety of training options in coordination with the BCIU to support students with Autism. Staff teaching and working within a Verbal Behavior style environment shall receive (at minimum) monthly training or coaching session with BCBA supports and TaC staff trained in verbal behavior and/or ABA strategies. Staff working with students with Autism outside of the VB environment will receive, at minimum, bi-annual training and coaching from BCIU TaC staff specializing in specific targeted areas of Autism.</p> <p>Additionally, the LEA will coordinate annual visits to other autistic support classes in neighboring districts to observe and generate new practices for LEA classrooms.</p> <p>Monthly staff meetings in the district will periodically offer an agenda focused on these instructional strategies as new information becomes available.</p> <p>East Elementary has been a part of the Project Maxx initiative for the past three years. The last two years have specifically targeted supporting and programming for our Autistic Support population within the general education (Least Restrictive Environment) setting.</p> <p>Staff is trained annually on the FBA and behavior plan process, with a pull-out session focusing on specific plans and protocols for students on the Autism Spectrum.</p> <p>For students with AAC based needs, staff receives continuous training through the BCIU and targeted companies that develop devises/apps that meet student's needs.</p>
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	<p>All special education staff working within the AS setting is trained on de-escalation techniques (Safety Care) to assist with behavior management. This occurs on an annual basis.</p> <p>Staff is continually trained and working toward developing a common social skills curriculum and library of resources. This is something the district has begun implementing and monitoring the success of the tools used and gathered. Elementary Autistic Support staff is provided with professional development days to work with a BCBA to assist in the creation of the materials.</p> <p>In order to support self-regulation, the use of the <i>Zones of Regulation</i> is being used and implemented beyond those with Autism in order to create a more common language for all students within the school building. This has started to slowly phase in at the elementary levels.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	6
Provider	BCIU; LEA; PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	<p>The purpose of all the above trainings is to allow for all staff to continue to feel supported and "in the know" so that they may deliver a high quality educational experience to all learners of various levels within the Autism Spectrum.</p> <p>Staff will gain knowledge on areas such as, but not limited to: ABA, VB strategies, differentiated learning, executive functioning, assistive technology, pragmatic strategies, and behavior.</p>
Research & Best Practices Base	Within our Autistic Support Classroom, staff is using research based educational interventions, supports, and strategies. They are receiving the trains on a rolling basis in order to ensure that best practices are always in place when working with students on the Autism Spectrum.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Synchronous Online-Asynchronous Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

Behavior Support

Description	<p>As required by and in accordance with IDEA and Chapter 14, the Conrad Weiser Area School District Behavior Support Policy contains all relevant components to include a general policy statement, principles in developing appropriate behavior plans, identification of inappropriate techniques and positive techniques and general guidelines for following behavioral support interventions.</p> <p>Included in the policy is a four-tier level system from least intensive to most intensive behavioral interventions and corresponding guidelines for implementation of each level. Conrad Weiser Area School district regularly has staff (teachers, guidance personnel, nursing staff, and administrators) participate in the ongoing behavior intervention and team training conducted through the BCIU, Conrad Weiser Staff that are certified Safety Care Trainers, BCBA staff, and Trauma Informed certified staff. These sessions are attended at least annually, and follow-up sessions are conducted to update and revise practices currently in place.</p> <p>"Safety Care" (QBS) training, an intensive three-day crisis prevention training</p>
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program is provided for all district paraprofessionals, teachers, and administrators who support students with emotional or behavioral needs, including students with Autism & intellectual disabilities. Transportation aides are also participants in this training. Re-certification is provided annually by our Weiser Certified QBS Trainers.

Our district utilizes two professional staff as itinerant teacher consultants that assist to coordinate the behavioral supports for the district. This includes making sure special education professional and support staff receive assistance and training in the areas of behavior plans and data collection to assess and monitor student behaviors. One of the two itinerants is primary contact for our contracted BCBA through Pediatric Therapeutic Services, who is deployed to assist staff in difficult cases through the FBA and behavior plan implementation process. Behavior team meetings are scheduled at least monthly to address student behavior concerns. Team meetings to review/revise existing behavior plans happen on a rolling basis and as often as a need arises. This team always consists of the special education case manager, an itinerant teacher, school counselor, building administrator, and regular education staff that may need assistance with a revises/updated plan. Teaching staff are also exposed to periodic follow-up training by CWASD staff to reinforce behavioral support policies and interventions. These trainings involve the paraprofessional staff as well when appropriate.

The LEA implements and coordinates an emotional support program, Weiser Decisions, for students with significant behavioral issues. The program uses core foundations in *Restorative Practices* to assist in daily social/emotional development. Weiser Decisions also utilizes the *Quality Indicators of Emotional Support Programs* tool as an instrument to measure and monitor behavior management and instructional practices. Those 8 Indicators are as follows:

- 1) Academic Instruction and Support
- 2) Social-Emotional Instruction and Support
- 3) Behavior Management
- 4) Communication and Collaboration
- 5) Evaluation and Assessment

	<p>6) Post-Secondary Transition</p> <p>7) Staff-student Interactions</p> <p>8) Professional Development</p> <p>A handbook that includes behavioral support policies at Decisions is also available and aligned with the district-wide behavior support policy.</p> <p>Departmental meetings are currently held at each building level on at least a quarterly basis to review over-arching student needs. Case Managers that support students with behavioral needs are met with monthly in order to plan and review each individual students' case, plans, and needs. Individual follow-up is then conducted with the by the itinerant consultant(s) to assist in writing of behavioral goals and/or developing PBSPs.</p> <p>The district has successfully integrated the A-B-C-C behavior plan format into the IEP document and has regularly used the formal FBA process to initiate the overall positive behavior support plan process.</p> <p>The school district is regularly involving the BCIU TaC staff in the active phase of these models through their assistance and direct participation in developing FBA's to include data collection and tool development, development of an actual plan, monitoring the plan and revising where necessary. The models also include the implementation of the Manifestation Determination worksheet when required. If a Manifestation is necessary, a school psychologist is involved and is the leader of this team.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	10
Provider	BCIU. PaTTAN; CWASD
Provider Type	IU
PDE Approved	No
Knowledge Gain	Staff will continue to gain knowledge on beahvioral interventions and deescalation techniques. This includes knowledge on the FBA process and

	PBSP implementation.
Research & Best Practices Base	Staff will use best practices and apply the knowledge gained through professional development when working with students requiring behavioral support(s).
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	Elementary - Primary (preK - grade 1)

	<p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Review of data charts and behavior tracking</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p>

Paraprofessional

Description	<p>Annually the paraprofessional staff will participate in the following:</p> <ol style="list-style-type: none"> 1) New staff will complete the BCIU Paraeducator Academy. 2) Veteran staff will accumulate no less than 20 hours of professional development in and outside of the district. 3) Monthly professional development workshops will be held on topics of interest that will come from survey results given to the para staff. Trainings will be available in a variety of formats including in person and online. 4) Participation in in-service day workshops throughout the school year as applicable to their job responsibilities. 5.) Paraprofessionals working with students with behavioral challenges will attend an intense two-day certification in Safety Care. They will be recertified annually if they are still in need of this training. 6.) Paraprofessional Staff supporting students in a learning support environment will receive training and coaching in direct instruction methods
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	and progress monitoring tools.
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	3
# of Sessions	20
# of Participants Per Session	10
Provider	School District, BCIU, PATTaN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Staff will continue to grow and gain knowledge of all areas they may come in contact with to support. Staff in need will also gain knowledge in the area of First Aid and CPR.
Research & Best Practices Base	Staff will continue to gain knowledge on best practice tools and techniques in the individual areas they are supporting: academic instruction, behavior, intensive instruction, etc.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	LEA Whole Group Presentation Series of Workshops Live Webinar Department Focused Presentation Offsite Conferences

Participant Roles	Classroom teachers Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading

Description	<p>CWASD uses a variety of reading intervention materials based on the needs within our population. Direct, systematic reading instruction is offered at all levels. Over the last two years, the district has transitioned from using <i>AIMSweb</i> at the elementary level to <i>DIBELS/Acadence</i>. At the elementary level, all teachers and support staff are trained by two district <i>DIBELS/Acadence Mentors</i> on best practices and data collection for all K-4 students. Students receiving both tiered intervention services and special education services use this tool to gather and track student progress. Staff has access to both mentors whenever they request an additional training or "tune up" session. In addition to elementary staff, all special education K-12 personnel are trained on by our Mentors on the use of <i>DIBELS/Acadence</i> tools. Secondary staff continues to use AIMSweb for students that require progress monitoring at the 7-12th grade level. Staff received annual trainings and updates as needed.</p>
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	<p>With regards to the reading instruction, our staff receives Direct Instruction Coaching (both teachers and support staff) through district itinerant support and joint partnerships with the BCIU. Professional staff has the opportunity to attend workshops and formal trainings on programs that they are teaching. Team meetings are set up and designed for those teacher/using similar or same programs to discuss best practices for true direct instruction needs.</p> <p>Act 80 in-service days are designed to provide additional time for teachers and staff to receive training regarding the use of reading programs, the need to infuse reading cross curricular, and understanding literary frameworks or models that may be used. Secondary staff are provided time during joint planning periods to design lessons that follow best practice needs with research validated instruction.</p> <p>The district is able to offer intense multisensory language instruction to students with a language-based learning disability (dyslexia) at the K-8 level. The district will look to expand that need to the 9-12 level in the coming two years. Staff providing instruction completes an intense 3-day course following by a full year of training in order to become fully certified. Staff has access to trainers of the program at any time for questions. Similar to above, staff that is using this method of instruction are provided time to meet as a team and assist with best practice updates as a cohort.</p> <p>A semi-annual parent workshop will be conducted to demonstrate instructional practices and programs available to students with disabilities.</p>
Person Responsible	Director of Special Education; Principals
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	6
Provider	District Staff, Contracted Companies, BCIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Staff will continue to stay abreast of knowledge for changes to programs that they are using to provide specially designed academic instruction for students.

Research & Best Practices Base	<p>Staff will continue to use best practices and apply strategies, tools, and techniques learned to the highly structured, research validated approaches that are being used.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists Parents</p>

Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>

Transition

Description	<ol style="list-style-type: none"> 1) LEA Transition Coordinator will participate in joint BCTC/Transition Coordinator monthly meetings. 2) Transition Coordinator will participate in BCIU BCTCC meetings as scheduled. 3) Attend BCIU and PaTTAN facilitated workshops and professional development. 4) Professional staff will receive monthly reports and updates regarding transition services during staff meetings. 5) Two workshops (minimum) per year for staff who are responsible for transition age services focused on goal writing, assessments and transition
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	planning in the IEP. 6) One annual Transition Workshop for parents to be held in district on the services and programs offered to transition age students.
Person Responsible	Director of Special Education
Start Date	7/1/2016
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	15
Provider	BCIU; LEA
Provider Type	IU
PDE Approved	No
Knowledge Gain	Staff will continue to gain knowledge in the area of transition and the growing options available to support students in each of the three subsections of Post-Secondary Outcomes, Employment, and Independent Living.
Research & Best Practices Base	Through research, and in conjunction with the BCIU, staff will gain additional information regarding best practices for students with disabilities in the area of transition. Staff will use this knowledge to infuse student need into content that is being taught.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Joint planning period activities</p> <p>Ongoing collaboration, scheduled planning sessions and guidance with BCIU staff who support district transition coordinators</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Transition Information Portfolio; Student Surveys; Parent Surveys</p>

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer