

Chartiers-Houston SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

2020 W Pike St
 Houston, PA 15342
 (724)746-1400
 Superintendent: John George
 Director of Special Education: John George

Planning Committee

Name	Role
Nicole Bockstoce	Administrator : Professional Education Special Education
Kurt Kesneck	Administrator : Professional Education Special Education
Joe Lemley	Administrator : Professional Education Special Education
Phil Mary	Administrator : Professional Education Special Education
Amy Roberts	Ed Specialist - Other : Special Education
Amy Roberts	Ed Specialist - Other : Special Education
Lindsay Myers	Ed Specialist - School Psychologist : Professional Education Special Education
Dan Alderson	Elementary School Teacher - Regular Education : Professional Education Special Education
Erin Gasper	High School Teacher - Regular Education : Professional Education Special Education
Jennifer Panak	Middle School Teacher - Special Education : Professional Education Special Education
Anna Beck	Social Worker : Special Education
Karol Snead	Social Worker : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 193

Identification Method

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

The Chartiers Houston School District utilizes the Discrepancy Model, or a process that examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between ability and achievement, or relative to age or grade. A linear regression approach, examining the standard error of estimates, is utilized to determine if a statistically significant difference exists between measured cognitive ability and performance on norm-referenced assessments of academic achievement. Additionally, the inclusionary and exclusionary criteria set forth by the Department of Education are examined in the determination of the existence of a specific learning disability. Although the Discrepancy Model is currently utilized in the determination of a specific learning disability, the district has embraced the RTI / MTSS model for grades K-6 as a means of supporting struggling learners in a three-tiered model. In addition to a research-based standard aligned curriculum, benchmark assessments are administered in both reading and mathematics three times yearly. These data, along with the local and state assessments are utilized to make decisions about tiered interventions at the strategic level (two/three times weekly) or intensive level (three/four times weekly) outside of the core curriculum in targeted schools with risk identified populations. Primary level emphasis has been with early literacy skills using DIBELS information to guide specific instructional interventions. Focus in the intermediate levels utilizes Personal Learning Plans developed through the assessment/performance information gained through PSSA ,GRADE and GMADE measures. Student progress is monitored regularly as prescribed by their level of support. Students are also participate in the In-View Exam to determine CSI Scores in grades 2 and 6.

Additionally, the elementary school holds grade level data meetings on a periodic basis with the core team (instructional support, academic teachers and administrator) to review data as well as student progress. The district is committed to refining the RTI / MTSS process both as a method of enhancing quality of instruction as well as a means to support determination of special needs. Ongoing use of professional development to support instructional rigor for all students as well as implementing interventions with fidelity will be a continued focus.

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>

According to the 2018-2019 Penn Data Information, there is a difference in the percentage of students that are identified in the following areas:

- Speech and Language Impairment - 10.7% increase over the state population
- Other Health Impairment.- 8.6% decrease in state population
- Autism- 3% decrease in state population
- Specific Learning Disabilities - 5% increase above the state average

Due to the % differences in these areas, the district will continue to meet with the Instructional Staff and School Psychologist to review State Targets along with procedures in evaluating, identifying and exiting students in the disproportionate areas.

Non-Resident Students Oversight

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

1. There are no 1306 facilities located in the district.
2. A Free Appropriate Education is provided to all students who are identified as special education. Student registration procedures are started at the central office and then sent to appropriate building. Records are requested from previous district. The special education staff ensures that all records are received and distributed to district buildings. All IEP decisions are made through the team process. IEP's are adopted and new NOREPS are issued.
3. There are no problems or barriers for service delivery. The district is able to successfully meet the 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 school district does not have any facilities to serve incarcerated youth, however, the following procedures will occur:

1. The District's Annual Notice is published in local newspaper making community members aware of the screenings process and services provided by the district.
2. When the district is notified that there is a student incarcerated, the district will contact the host school where the facility is located to meet and discuss the program and procedures to implement the student's IEP.
3. We then will continue to monitor the student's progress to ensure the best education.
4. The district will maintain an ongoing relationship with the facility and host district to determine what is needed to assist the student and the facility.
5. Form 4605 is used to verify residency. This form is the beginning contact with the institution for communicating student's educational needs.

Least Restrictive Environment

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

The District provides supplementary aids and services within the regular education setting and in extracurricular and non-academic settings in order to maximize the extent students with disabilities

participate with non-disabled peers. Removal from the regular education environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When considering the appropriate educational program for a student the teachers consult with each other, related service providers and parents. Teachers develop modified curricular goals, modify tests in the way of word banks, limited multiple choices, short answer and provide essays ahead of time. Instructional adaptations include pre teaching, re-teaching, repeating directions and extra examples. At the elementary level, the RTI / MTSS Process, Title I reading, and resource math programs are utilized to provide modifications/adaptations and skill remediation. Each of these programs utilize progress monitoring to determine the effectiveness of the interventions and the need for further evaluation. Social behavioral supports are provided through positive behavior support plans and the guidance office in the way of social skills training and study skills groups. The teachers determine if any physical adaptations are necessary in the way of class set up, adaptive equipment and adjustment to sensory input. All students are provided adaptations and modifications within the general education setting prior to referral for MDE to ensure that they are provided every opportunity to participate in the general education environment.

Prior to placement in special education, the IEP team reviews the evaluation report and determines the strengths and needs of the student and the most appropriate way in which to provide education in the least restrictive environment. The placement decision is based only on the needs of that individual student and is made only at the IEP meeting which always includes the parent. All Chartiers-Houston students are integrated as appropriate with non-disabled peers for content area and fine and applied arts classes as well as elective courses at the middle and high school level. Students with more significant disabilities are provided adapted fine and applied arts classes and also may participate with non-disabled peers if appropriate.

Students are encouraged to participate in extra-curricular activities such as chorus, band, athletics, clubs, and other activities offered. The District supports participation of children with disabilities in non-academic and extra-curricular activities by providing paraprofessionals and transportation to events. Students with disabilities that prevent them from participating in athletics have functioned as team managers or assistants. Students with diverse disabilities attend the same school and participate in the same activities as non-disabled peers to the maximum extent appropriate. The District has trained and provided peer support groups in each building that houses programs with students with cognitive impairments.

The District has common planning time at all levels so that teachers can co-plan, collaborate and provide support to para educators. The District in-service initiative includes improving student achievement through formative assessment and numerous literacy strategies. Substitute teachers are provided during the school day so that all teachers can participate in IEP meetings and two times per year the District holds parent teacher conferences to provide opportunities for parental collaboration.

Using the 2018-2019 Penn Data information, the district has a 7.7% increase in students receiving their education in the regular classroom 80% of the time and is below the averages for educating students in other settings and less than 40% of the time. The district students are only considered for educational placements outside the District when the student is not meeting success either academically, behaviorally, or socially and the IEP has considered all options available for the

student. District Administration attends all IEP meetings for students placed outside the District in order to ensure the student's level of need continues to require programming and services that cannot be provided in a less restrictive environment within the school district. At each IEP meeting, goals are established for transition back to the public school. Transitions are individualized and often occur by transitioning students for partial days and increasing time as they have success. The District works closely with training partners such as Intermediate Unit #1, PATTAN and approved private schools. Teachers have attended trainings at PATTAN and Intermediate Unit #1 for programs such as progress monitoring, positive behavioral support and working with students with Autism. The District has provided the para educators with a web based program that can be individualized to the type of student they are working with and has over 120 different training modules.

The District continuously refines and reviews practices to increase collaboration and effectiveness between parents and teachers. This process meets the needs for diverse learners and provides instructional strategies to meet the needs of students through appropriate instructional programs.

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.

The district is committed to creating learning environments that prepare students to be successful citizens. The educational community must provide a system that will support students' and eligible young children's efforts to manage their own behavior and assure academic achievement. The district believes that positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child must be the least intrusive necessary. The use of restraints is considered a measure of last resort only to be used after other less restrictive measures, including de-escalation techniques. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with the Individualized Education Program (IEP), Positive Behavior Plans. **Disciplinary Exclusion** is when a student with a disability (except Intellectual Disability) may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, regardless of whether the student's behavior is a manifestation of his/her disability. Any removal from school is a change of

placement for a student identified with Intellectual Disability. Thus, a manifestation determination review must be conducted prior to removing the student. If the behavior is not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in §300.530(d) School personnel may remove a student with a disability, including Intellectual Disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child –a) Carries a weapon to or possesses a weapon at school, on school premises, or to or at school functions under the jurisdiction of the school entity. b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the school entity. c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at school functions under the jurisdiction of the school entity.

Positive Behavior Support Plan

is a positive behavior support plan shall be developed by the IEP team, be based on a behavior assessment, and become part of the individual eligible student's IEP. A positive behavior support plan should provide educators with a framework for building inclusive, proactive classrooms where students are taught to make responsible choices. According to IDEA and the Pa. Code Chapter 14, the plan must: a.) Focus on positive practices and techniques that are research based b) Utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior c) Be based on a functional assessment of behavior. d) Teach alternative skills to replace inappropriate behavior. e) Use interventions that are the least intrusive. f) Avoid the use of aversive techniques, restraints or punishment g) Specify techniques, procedures and methods for which the staff has been adequately trained. h) Include a manifestation determination, as necessary i) Be developed by the IEP Team. j) Be part of the individual eligible young child or student's IEP. Finally, positive techniques will be used when supporting behavior. Interventions should always begin with the least intrusive techniques. School entities have the primary responsibility for ensuring that positive behavior support programs are in accordance with Chapter 14 Regulations, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of intrusive procedures.

The Chartiers-Houston School District provides behavioral support thorough out the district with the services of the following individuals:

- a. 2 Full Time Social Workers
- b. Full Time School Psychologist
- c. Full Time Outreach Teen and Family Counselor
- d. 2 Full Time Guidance Counselors
- e. 1 School Nurse and a Nursing Assistant

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.

When the district suspects a students who may be at risk not to have his/her IEP implemented in the public school setting, the district will contact the Intermediate Unit One Interagency coordinator who will assist the district in arranging an Interagency meeting through the local CASSP office to include all agencies that provide support to the student. The IEP team members will meet to review the IEP to determine if the students' needs are being met and to make necessary changes and/or recommendations. If the team determines that the student can no longer be served in the public educational setting, placement options will then be considered and the district will follow up with making the appropriate contacts. In the event that a placement cannot be secured and the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the district will report the required information utilizing the required form to the Pennsylvania Department of Education, updating the information monthly as needed until an appropriate placement has been secured. Additionally, the district will report to the Department of Education all students who are on Homebound Instruction or Instruction Conducted in the Home on the appropriate form.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Transformation Learning Center	Special Education Centers	Emotional Support	2
Wesley Spectrum	Special Education Centers	CTES	1
IU 1 Educational Campus at Colonial	Special Education Centers	Emotional Support	2
IU 1 Educational Campus Laboratory School	Special Education Centers	CTES	6
Watson Institute	Special Education Centers	Life Skills	3
Pathfinder School	Special Education Centers	Autism	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: The SLP serves the entire building and never works with students outside the 3 year age range				
Locations:				
Allison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 16	30	0.5
Justification: The SLP services the entire building and never works with students outside the 3 year age range				
Locations:				

Allison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***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	9 to 12	10	0.5
Locations:				
Allison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.5
Locations:				
Allison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***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	11 to 13	11	0.75
Locations:				
Allison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	5	0.25
Locations:				
Allison Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***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	10	0.75
Locations:				
Allison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	7	0.25
Locations:				
Allison Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 6, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	18	0.5
Locations:				
CHSD J/S High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	5	0.5
Locations:				
Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: May 6, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	20	0.5
Locations:				
CHSD J/S High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	3	0.5

Locations:				
Junior / Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	20	1
Locations:				
CHSD J/S High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***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	12 to 14	3	0.5
Locations:				
CHSD J/S High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	15	0.5
Locations:				
Junior / Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***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	13 to 15	3	0.5
Locations:				
CHSD J/S High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	13 to 15	15	0.5
Locations:				
Junior /Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

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	9 to 12	10	0.75
Locations:				
Allison Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	8	0.25
Locations:				
Allison Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 15	2	0.07
Justification: Services the entire building and never works with students that are outside the 3 year age range				
Locations:				
Allison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 19	6	1
Justification: Services the entire building and never works with students that are outside the 4 year age range				
Locations:				
CHSD J/S high School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2018

Explain any unchecked boxes for facilities questions: N/A

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	12	1
Locations:				
Allison Park	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Para-professionals	Allison Park Elementary	10
Para-professionals	CHSD J/S High School	2.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Outreach Teen and Family Counselor	Outside Contractor	32 Hours
OT	Intermediate Unit	6 Hours
PT	Intermediate Unit	2 Hours
School Psychologist	Intermediate Unit	5 Days
High School Social Worker	Intermediate Unit	5 Days
Elementary Social Worker	Intermediate Unit	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Students diagnosed with Autism will attend our school or a neighborhood school according to their needs on the Autism Spectrum. They will participate in the general education curriculum to the maximum extent appropriate in their regular education setting. Supplementary services will be provided in the general education curriculum first before removal to special education.</p> <p>Professional development is offered to cover the basic principles of providing effective instruction for students with High Functioning Autism or Asperger's Syndrome. These sessions will cover a range of topics including basic educational strategies and tactics for addressing the academic needs of students with High Functioning Autism and Asperger's Disorder, social skills instruction, successful team work and instructional practices to promote effective inclusive practices, and methods of assuring fidelity of interventions for these students as well as monitoring progress through measurement.</p> <p>We have worked with Autism Support staff from Intermediate Unit 1 to work with our district. Roles and responsibilities include providing consultative and training services to teachers, paraprofessionals, administrators, and parents. Additionally, staff attend Individualized Education Program (IEP) team meetings; provide materials preparation; facilitate the use of environmental strategies, communication strategies, assistive technology; and conducts disability specific trainings, all with the goal of ensuring that best practices in the field of autism are utilized when providing services to these students</p>
Person Responsible	John George
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	10
# of Participants Per Session	40
Provider	Chartiers Houston School District / Intermediate Unit 1

Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Professional development is offered to cover the basic principles of providing effective instruction for students with High Functioning Autism or Asperger's Syndrome. these sessions will cover a range of topics including basic educational strategies and tactics for addressing the academic needs of students with High Functioning Autism and Asperger's Disorder, social skills instruction, successful team work and instructional practices to promote effective inclusive practices, and methods of assuring fidelity of interventions for these students as well monitoring progress through measurement.
Research & Best Practices Base	Research based strategies will be utilized to meet the needs of the autistic population.
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. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	School Whole Group Presentation Live Webinar
Participant Roles	Classroom teachers Principals / Asst. Principals

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

Behavior Support

Description	<p>The Chartiers-Houston School District offers an array of behavioral support services in the areas of consultation, technical assistance, training and resource dissemination. The CHSD Behavior Consultants include two full time social workers, an outreach teen and family counselor, a certified School Psychologists, and student assistance teams that help provide students support using research based practices and behavioral principles. Working under the Pennsylvania Behavioral Support Initiative, the CHSD Social Workers provide assistance to school districts, families and other local agencies in the following areas:</p> <ul style="list-style-type: none"> • Applied Behavior Analysis • Autism Spectrum Disorders • Crisis Prevention and Intervention • Positive Behavior Intervention Planning
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	<ul style="list-style-type: none"> • School-wide Behavior Support <p>A major component of the Behavioral Support Services is building local capacity through trainings. A strong emphasis is placed on making behavioral-instructional connections and raising awareness and understanding of the most effective and least intrusive strategies. Several trainings are offered through the CHSD Behavior Support Services such as:</p> <ul style="list-style-type: none"> • An Introduction to Autism Spectrum Disorders • Basic Behavioral Principles and Procedures • Classroom Management Strategies and Group Contingencies • Conducting Functional Behavioral Assessments and Developing Effective Positive Behavior Intervention Plans • Effective Instructional Strategies for Working With Students With Autism Spectrum Disorder • School-wide Behavioral Support <p>The evidence that our behavior support program is working is defined by the Graduation / Attendance and Promotion Rates.</p>
Person Responsible	John George
Start Date	7/1/2016
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	20
Provider	Social worker, school psychologist, family teen and outreach coordinator, SAP Team /Intermediate Unit
Provider Type	Non-profit Organization
PDE Approved	No
Knowledge Gain	The knowledge gained will provide students support using research based practices and behavioral principles.

Research & Best Practices Base	A major component of the Behavioral Support Services is building local capacity through trainings. A strong emphasis is placed on making behavioral-instructional connections and raising awareness and understanding of the most effective and least intrusive strategies.
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. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Classified 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 Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

Paraprofessional

Description	<p>Chartiers-Houston School District provides Para-professional their professional development training needs in an online courses through a company called Master Teacher. This endorsed program contains over 130 training courses, delivered online and written exclusively for para- professional. The professional development ensures that every para-professional has the basic skills required to be effective in the classroom—and the specific skills necessary to support students with special needs.</p> <p>The Objectives Module contains course instructions and a list of objectives that outline the course content.</p> <p>The Learning Module is made up of a few elements:</p> <ul style="list-style-type: none"> • Short readings that teach the lesson and demonstrate the desired outcomes. • Five Knowledge & Application Questions (short-answer questions) that can be used for individual reflection or group discussion. • A glossary tool that defines key terms and educational jargon that may appear in the course. <p>The Post-Test Module includes 10 questions to verify a user understands the lesson.</p>
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	<p>Once a course is completed, a record of the completed course will appear in the user's Transcript.</p> <p>A total of twenty course hours are required for each para-professional in the district each school year.</p>
Person Responsible	John George
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	20
# of Participants Per Session	14
Provider	Master Teacher
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	To take learning to the next level, para-professional will use the five knowledge and application questions at the end of each course to apply the learning to real-life scenarios. A rubric is available to make it easy to evaluate each answer.
Research & Best Practices Base	Chartiers-Houston School District provides para-professionals provides their professional development training needs in an online courses through a company called Master Teacher. This endorsed program contains over 130 training courses, delivered online and written exclusively for para-professionals. The professional development ensures that every para-professional has the basic skills required to be effective in the classroom—and the specific skills necessary to support students with special needs.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
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	Series of Workshops Online-Asynchronous Professional Learning Communities
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Review of written reports summarizing instructional activity

Reading

Description	<p>Over the last few years, the Chartiers Houston School District is providing and meeting the various state mandates. These professional development activities will remain a vital part of our district's comprehensive plan for the upcoming years.</p> <p>Teachers, administrators and parents will be able to participate in the following Professional Development Activities:</p> <ul style="list-style-type: none"> • PA Common Core Transition • DIBELS • SAS Portal lessons • Student Achievement
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- Curriculum Mapping
- Guided/Shared Reading
- Best Practices
- Differentiated Instruction
- Literacy Seminars
- Reading Apprenticeships
- Family Literacy
- PVAAS and Data Decisions
- Autism Integration
- Technology Development
- Data Analysis
- Parent Involvement
- Reading Comprehension
- School Improvement Teams
- IDEA Training
- Math and Science Collaborative
- Response to Instruction and Intervention
- Language essentials for teachers of reading and spelling (LETRS)

Person Responsible	John George
Start Date	7/1/2017
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	25
# of Participants Per Session	20
Provider	Chartiers Houston School District / Intermediate Unit 1
Provider Type	IU
PDE Approved	No
Knowledge Gain	The professional development opportunities will assist our staff in enhancing their individual growth and the growth of their students.
Research & Best Practices Base	Professional Development activities are based upon student data and needs assessments to target instructional areas that need support and enrichment.
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. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation

	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <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>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>Student PSSA data</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	<p>The Chartiers-Houston School District employs a special education teacher/ transition coordinator. Secondary transition is the process of preparing students for life after they leave high school, including participation in post—secondary education or training, employment, and community living.</p>
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	<p>These three areas are often referred to as post school outcomes and are the driving force behind the student's IEP. In PA, transition planning begins at age 14 and continues until the student graduates from high school (up to the age of 21). Students will begin to explore what their post school outcome goal is through career awareness and career exploration activities. Each year, our students will have an opportunity to sit with our Transition Coordinator to explore interest inventories and career assessments to help guide them to reach their goals. Each student is unique, having his/her own strengths and needs; therefore each transition plan will be specific to that student. Transition should be a bridge between high school and the opportunities that lie ahead which include post secondary education /training, employment and independent living.</p> <p>Transition planning involves a variety of people working together to support the student's goals. The partnership between the student, family, school age personnel, post school services, program providers, and local community members are a must. Effective transition involves purposeful planning among all these entities. It entails recognizing the student's current strengths, interests, preferences, needs, and then identifying what services and supports would benefit the student.</p> <p>We also partner with the Office of Vocational Rehabilitation as they help eligible students with disabilities prepare for, obtain, and seek a job. The Transition Checklist provided by PDE is distributed to all applicable students and parents.</p>
Person Responsible	Richard Fersch
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	25
# of Participants Per Session	1
Provider	Chartiers-Houston School District
Provider Type	Non-profit Organization
PDE Approved	No
Knowledge Gain	Effective transition involves purposeful planning among all these entities. It entails recognizing the student's current strengths, interests, preferences, needs, and then identifying what services and supports would benefit the

	student.
Research & Best Practices Base	Students will begin to explore what their post school outcome goal is through career awareness and career exploration activities. Each year, our students will have an opportunity to sit with our Transition Coordinator to explore interest inventories and career assessments to help guide them to reach their goals. Each student is unique, having his/her own strengths and needs; therefore each transition plan will be specific to that student. Transition should be a bridge between high school and the opportunities that lie ahead which include post secondary education /training, employment and independent living.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Parents
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers

	Journaling and reflecting
Evaluation Methods	Participant survey

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer