



June 28, 2022

Re: **2021-2024 Special Education Plan Draft \* for 28 Day Public Review**

### **Mission/Vision**

The Cambria Heights community will enable all students to meet the challenges of life by becoming lifelong learners and responsible citizens.

Our vision of the Cambria Heights School District is to be a center for learning where individuals will reach their fullest developmental and personal potential to enrich their lives and in return enrich the community.

## **Cambria Heights SD | Special Education Plan \*Draft\*| 2021 – 2024**

### **Profile**

LEA Name: Cambria Heights SD

AUN: 108111203

Address 1: 426 Glendale Lake Rd

Address 2: PO Box 66

City: Patton

State: PA

Zip: 16668

Director of Special Education Name: Mr. Robert Diamond

Director of Special Education Email: [rdiamond@chsd1.org](mailto:rdiamond@chsd1.org)

Director of Special Education Phone Number: 814 674-3601

Director of Special Education Ext: 4007

Chief Administrator Name: Mr. Kenneth J. Kerchenske

Chief Administrator Email: [kkerchenske@chsd1.org](mailto:kkerchenske@chsd1.org)

### **Special Education Students**

Total Number of Students Receiving Special Education: 188

School District Total Student Enrollment: 1298

Percent of Students Receiving Special Education: 14.5

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**Steering Committee**

**Name \* Position/Role \* Building \* Email \***

**Kenneth Kerchenske**, Superintendent Cambria Heights SD, kkerchenske@chsd1.org  
**Ken Vescovi**, Board Member, Cambria Heights SD, kvescovi@chsd1.org  
**Robert Diamond**, Director of Special Education Cambria Heights SD, rdiamond@chsd1.org  
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**Hilary Yahner**, Building Principal Cambria Heights El Sch, hyahner@chsd1.org  
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**Melody Thomas**, Special Education Teacher Cambria Heights El Sch, mlthomas@chsd1.org  
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**Jamie Murphy**, General Education Teacher Cambria Heights SHS, jmurphy@chsd1.org

**Indicators**

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

\*Indicator not flagged at this time (*For LEA Improvement & Activity Planning*)

**Disproportionate Representation by Race/Ethnicity** (Indicator 9)

\*Indicator not flagged at this time (*For LEA Improvement & Activity Planning*)

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

\*Indicator not flagged at this time (*For LEA Improvement & Activity Planning*)

**Timely Initial Evaluations** (Indicator 11)

\*Indicator not flagged at this time (*For LEA Improvement & Activity Planning*)

**Secondary Transition** (Indicator 13)

\*Indicator not flagged at this time (*For LEA Improvement & Activity Planning*)

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**Graduation** (Indicator 1)

\*Indicator not flagged at this time (For LEA Improvement & Activity Planning)

**Drop Out** (Indicator 2)

\*Indicator not flagged at this time (For LEA Improvement & Activity Planning)

**Assessment** (Indicator 3)

\*Indicator not flagged at this time (For LEA Improvement & Activity Planning)

**Education Environments** (Indicator 5)

\*Indicator not flagged at this time (For LEA Improvement & Activity Planning)

**Parent Involvement** (Indicator 8)

\*Indicator not flagged at this time (For LEA Improvement & Activity Planning)

**Early Childhood Transition** (Indicator 12)

\*Indicator not flagged at this time (For LEA Improvement & Activity Planning)

**Post-School Outcomes** (Indicator 14)

\*Indicator not flagged at this time (For LEA Improvement & Activity Planning)

**Resolution Sessions** (Indicator 15)

\*Indicator not flagged at this time (For LEA Improvement & Activity Planning)

**Mediation** (Indicator 16)

\*Indicator not flagged at this time (For LEA Improvement & Activity Planning)

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**Monitoring**

**Special Education Cyclical Monitoring**

Corrective Action: Correct Citation for Reevaluation Report (File Reviews): FR 217. Teacher recommendations - April 2022

Improvement and Planning Activities: The Director of Special Education and School Psychologist evaluated the omission in the Student's Reeval. Report. Teacher recommendations were determined to have been requested multiple times in this instance, without success. In order to improve in this area and prevent future omissions, the School Psychologist and/or Case-Managers seeking input will follow up written input requests through written or e-correspondence with follow-up contacts through phone calls and directly support to elicit an appropriate recommendation. \*This addition to procedure was also formally addressed during a documented Professional Development Session with Special Education Teachers and Specialists in May of 2022.

Corrective Action: Correct Citation for IEP Content - Present Levels of Academic Achievement and Functional Performance (File Reviews): FR 284. Parental concerns for enhancing the education of the student - April 2022

Improvement and Planning Activities: Review of the omission revealed the IEP Case Manager neglected to add recommendations provided by the parent in the IEP Writer System prior to saving. A procedure for ensuring all fields in an IEP are completed appropriately (and saved within the IEPWriter software system) was also formally addressed during a documented Professional Development Session with Special Education Teachers and Specialists in May of 2022.

Corrective Action: Correct Citation for IEP Content - Educational Placement (File Reviews): FR 321. Explanation of the extent, if any, to which a student will not participate with students without disabilities in the general education curriculum - April 2022

Improvement and Planning Activities: Review of the omission revealed the IEP Case Manager neglected to add input from the IEP Team regarding the extent a student will not participate with students without disabilities in the general education curriculum in the IEP Writer System prior to saving. A procedure for ensuring all fields in an IEP are completed appropriately (and saved within the IEPWriter software system) was also formally addressed during a documented Professional Development Session with Special Education Teachers and Specialists in May of 2022.

**Identification Method**

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

Discrepancy Model

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## **Significant Disproportionality**

### **Placement**

\*District Not Flagged for Significant Disproportionality in this area

Identify Trends: Review of the data indicates a consistently high rate of students with an IEP progressing successfully within district general education classrooms. The most recent data indicates ~87%, which is a collective effort of all district professionals to identify and reduce barriers for these students in regular education environments and accessing the general education curriculum.

### **Discipline**

\*District Not Flagged for Significant Disproportionality in this area

Identify Trends: Data does not indicate patterns of concern. Building administrators are aware of the rights of students with disabilities, effective due-process procedures, and the specialists/personnel available to intervene in situations that may require direct prompting, instruction and/or de-escalation of student behavior.

Administrators within Cambria Heights School District are vigilant in providing due process to all students when considering discipline. They check the student information system in most student situations, and typically contact the Director of Special Education to collaborate discussing a rule infraction, etc, and how to best proceed with a student (e.g., inviting the Emotional Support teacher in with a student when the Principal discusses an incident with a roster student. The teacher can be there to help students use skills and provide de-escalation techniques if needed).

There have been occasions in the past, where disciplinary referrals increase among all student populations. Administrative and teacher leaders review trends to determine if a programming issue may be the cause of increased referrals. This has been an effective and on-going means of determining needs of students and student groups, and providing the supports needed.

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Functional Behavioral Assessments (FBAs) are conducted on a regular basis. Any pattern of behavior leading to discipline is reviewed by Team members who determine if an FBA is appropriate. In any situation in which a significant policy infraction occurs and exclusion or a change of placement may be considered, a manifestation determination will be conducted.

Data does not indicate any concerns specific to students identified with intellectual disability.

### **Identification**

\*District Not Flagged for Significant Disproportionality in this area

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Identify Trends: No trends noted.

**Non-Resident Students Oversight**

Is your district currently a host district for a 1306 facility? No

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

If we were a host district, we would meet our obligation under Section 1306 by availing the CHSD Director of Special Education and Student Services, School Psychologist and other relevant CHSD Specialists to meet with educational staff from the facilities to make sure that all special education processes and paperwork completed in compliance with IDEA requirements. Our District Resources would also promptly update facility staff on any updates related to compliance, and would schedule opportunities to discuss educating students within District programming. Additional collaborations would be scheduled with facility staff to promote more inclusive opportunities throughout the various District Communities and within additional District-sponsored events / activities. Collaboration with Appalachia Intermediate Unit 08 would also be requested to further promote educational and inclusive opportunities and/or address specific and unique strengths / needs students may demonstrate.

In addition to ensuring that an appropriate educational program is provided, Cambria Heights School District has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the district's jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If the district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent.

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

For children suspected as IDEA eligible students, Cambria Heights School District will maintain contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student. If the student has an IEP from the previous school district, the Cambria Heights School District will promptly convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child.

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If the child's parent cannot attend the IEP meeting in person, the district will take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The district will monitor the educational progress and review educational services for the student on a continuous basis and at least as often as report cards are issued. The district will maintain contact with the resident school district with respect to the student's placement and progress.

**Incarcerated Students Oversight**

Does the district have an adult correctional facility that houses juveniles within its geographical boundaries? No

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 Cambria Heights School District takes responsibility to ensure that a Free Appropriate Public Education (FAPE) is offered to each student who is eligible for special education within a correctional facility. Specifically, the Cambria Heights District is required to provide special education services to incarcerated school aged youth in addition to complying with "Child Find" obligations under IDEA. The District also utilizes appropriate evaluation procedures and diagnostic screening instruments to determine the eligibility and educational needs of inmates. The District also implements and reviews timely and appropriate Individual Education Programs (IEPs) for eligible students in accordance with federal and state regulations, including compliance with procedural safeguards, and provides FAPE in accordance to the IEP.

Although the Cambria Heights School District does not currently have any students who are incarcerated and in need of educational services, the district is well prepared to make sure a district student incarcerated receives FAPE including special education services to meet their needs. Contact with prisons and juvenile facilities is maintained and students needing services are tracked collaboratively through the district and Appalachia Intermediate Unit 08. IU08 provides educational services to students incarcerated locally.

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**Least Restrictive Environment**

Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

**COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS**

% of LEA students with an IEP served inside the regular classroom 80% or more of the day

CHSD = **87.24%** (State % is 61.71) This is a point of consistent strength for the Cambria Heights School District. The Planning Team believes this percentage of service delivery reflects the district's ongoing commitment to strong instructional and inclusive practices, strategies and professional development.

% of LEA students with an IEP served inside the regular classroom no more than 79% of the day and no less than 40% of the day

CHSD = 8.16% (State % is 23.86)

% of LEA students with an IEP served inside the regular classroom less than 40% of the day (formerly greater than 60%)

CHSD = 1.53% (State % is 9.66)

% of LEA students educated in public separate facilities (EX: centers, segregated settings...)

CHSD = Statistically Negligible (State % is 1.46)

% of LEA students educated in private separate facilities (EX: private day schools)

CHSD = 2.55% (State % is 2.88)

% of LEA students educated in public or private separate residential facilities (EX: ICP, PRRI, residential treatment program)

CHSD = 0.51% (State % is 0.31)

In review of teacher roster data, proportions of students with disabilities attending regular education classes and resource settings and situations, ratios are appropriate.

Due to our complex scheduling to allow more co-teaching and push-in opportunities, some teachers are assigned rosters that contain students outside of age range recommendations. However, students are never combined in, or provided supports in resource situations that deviate from guidelines. Itinerant teachers provide direct and indirect services to students at various age levels, but again do not provide supports or instruction to students outside of age-range guidelines.



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

School Professionals and administrative staff have all been collectively trained in components of the Supplementary Aids and Services (SaS) Considerations Process and Toolkit in which participants learned to examine student and environmental data to develop a specific student and learning environment profile. Participants then worked in groups to project potential barriers to access to the general education curriculum and regular education setting, and then recommend strategies to overcome these barriers. Emphasis was placed on appropriate planning and evaluation of supports. The following topics / strategies will be explored during professional development activities, focus groups, and collaborative team learning sessions: 1. Expectations that students with disabilities are to achieve grade level (core) academic standards. Barriers that exist and increasing access of students with disabilities to grade-level content. 2. Learning about effective accommodations vs. modifications. 3. Selecting accommodations with the help of at-risk and students with disabilities, and documenting the accommodations in student's Early Intervening, Section 504, and IEP Plans. 4. Appropriate administration of instructional and assessment accommodations, and facilitating administration by regular education teachers. 5. Evaluating and improving the use of accommodations as determined by student progress, etc.

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

The Special Education Department provides materials and resources during meetings and training. We are also increasing our efforts to link these resources to the district website. The district has also opened a Resource and Training Center (located in the district Special Education Office) which provides school professionals, students, and family members access to many training resources for professionals of all levels. The Center is also an area where district professionals may view webinars and other on-line trainings. Multimedia and Written Professional Development Materials Accessible in Center Examples: Reading Assessment and Comprehension Strategies, Differentiated / Focused Curricular Accommodations and Instructional Strategies to Reduce Barriers and Provide Access to Regular Education Environments and the General Education Curriculum, Supplementary Aids and Services (SaS) Considerations Process, Using Assistive Technology, Teaching Students Who are Higher Achieving / Gifted within the General Curriculum, Co-Teaching and Collaborative Strategies, "Return to Learn" Concussion Management School Protocol and Procedures, and Providing Positive Behavioral Supports.

The Cambria Heights Administrative Team has identified adopting best (effective) instructional and / or behavioral interventions, materials and resources, and technology to support these efforts and bring easier access to students requiring Supplementary Aids and Services to access the environment and curriculum. We have realized that as teachers increase their comfort level and use of technology and educational apps and software for their classes, students have needed fewer accommodations. Effective accommodations do benefit all students.

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

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The Supplementary Aids and Services Considerations Process is used effectively by District Professionals / Teams when determining characteristics of an extracurricular activity and/or setting, areas and activities that will align with the Student's strengths / interests, systematically identify potential barriers and accommodations / interventions to directly address them.

Example: A District Student with an IEP had expressed an interest in playing soccer and helping with stage crew. The Planning Team invited the Coach and Activity Advisor to an IEP Review Meeting. The Case manager's agenda was to review the student's strengths, interests and experiences related to these activities. The Team then sought the input of the Coach and Advisor to describe the expectations / rules, typical activities and environments. The two activities had similar expectations and rules, but differed in settings and in physical intensity. Considering the student's strengths, needs and concerns in similar situations / environments, the Team identified and discussed potential barriers for the student. For each barrier, the Team developed a way to reduce and/or eliminate the impact of the barrier. A common barrier identified between both extracurricular activities involved when the student was going to be called out of his scheduled class for practice or travel to games, etc. To reduce the impact of the anxiety expected when faced with a change in his daily schedule and perceived "disappointment" of his teachers, the Team and Student developed a system where the student would not be called out of class, but have a prepared excusal time. The Student would also have an email template to send to his teachers informing them early that he was going to be excused, and would have time to complete any needed work prior and time to review with a Support Teacher the next day.

The Planning Team was able to evaluate planned interventions, remove or revise initial accommodations / interventions. This practice has helped bridge student activities and provide supports and access needed for students with disabilities.

Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The Cambria Heights SD Director of Special Education, School Psychologist and/or School Social Worker maintain correspondence and collaborate with District students and families no matter where they may be receiving their educational program. There are frequent instances where IEP Review and/or Enrollment Meetings are scheduled with "Educating School Districts" that contain private programs. Options for students to participate with students without disabilities in private or in "Host" public school programs is a topic of important discussion facilitated by Cambria Heights SD Team Members participating.

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

The Cambria Heights School District remains vigilant in following the progress of students placed outside of district programming in order to determine if an expansion of the continuum of services is needed. The district evidenced this expansion planning and initiation two years ago, hiring an additional Support Teacher to provide more intensive academic and behavioral-emotional supports to several younger students at-risk for placement outside of the district.

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The District is in the process of expanding our continuum for students at secondary levels in need of higher levels of academic and/or positive behavioral interventions. The students could have been at risk for decreased access to regular education and/or fewer opportunities for direct instruction in skill areas.

**Out of District Placements**

Facility Name: **ACRP Center for Achievement**  
Facility Type: Approved Private School (APS)  
Operated By: Alternative Community Resource Center  
Service Type: Autistic Support  
Number of Students Placed: 1

Facility Name: **Soaring Heights School (Pyramid Health)**  
Facility Type: Approved Private School (APS)  
Operated By: Pyramid Health Care  
Service Type: Autistic Support  
Number of Students Placed: 2

Facility Name: **Pressley Ridge Day Program**  
Facility Type: Approved Private School (APS)  
Operated By: Pressley Ridge  
Service Type: Multiple Disabilities Support  
Number of Students Placed: 1

Facility Name: **Extended Family Day Program**  
Facility Type: Approved Private School (APS)  
Operated By: Extended Family Services  
Service Type: Emotional Support  
Number of Students Placed: 2

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**Positive Behavior Support**

Please upload the district's policy on Behavior Support Services:

CHSD Policy 113.0 Special Education

CHSD Policy 113.1 Discipline of Students with Disabilities

CHSD Policy **113.2 Behavior Support** (\*Adopted November 17, 2020)

**How does the district support the emotional, social needs of students with disabilities?**

The Cambria Heights School District strives to provide positive behavioral supports to increase appropriate behavior and reduce disruptive behavior. In addition to communicated expectations, appropriate staff modeling, and "moral-building" programs implemented district-wide, providing positive supports to prevent and address inappropriate behaviors has been a focal point for our district early intervening and student-assistance teams.

Early Intervening Teams at each building are composed of support staff that are knowledgeable in student behavior and appropriate means to assess needs, develop positive plans, and evaluate progress. These team members typically include: an administrative representative, a school counselor, the school psychologist, the district emotional support teacher, the autistic support teacher, as well as agency personnel such as therapists / BSCs which offer insight and recommendations to provide positive behavioral supports.

The district also contracts a school social worker to serve as liaison between family, school, and agencies to ensure a consistent and cohesive intervention plan for students in need of behavioral supports. Team members assist teachers and support staff identify any student displaying patterns of behaviors that are disruptive or interfering with their ability to learn and function appropriately within the school environment. Functional Behavioral Assessments (FBA) are conducted to define student behavioral difficulties, gather the data needed to identify any variables that are reinforcing the behavior, as well as the baseline data needed to appropriately develop a positive behavior intervention plan to assist the student. When an intervention plan is proposed, the team enlists the help of the family, and designates a time for implementation and time to reconvene to evaluate the effectiveness of the plan. Conducting FBA's and developing individualized behavior support plans have been successful at all building levels in providing a cooperative and systematic intervention to address behavioral and emotional needs.

Preventative and Positive Behavioral Supports designed and provided to all Cambria Heights School District students is a source of pride for professionals and Planning Team Members. Through ongoing Professional Development, Administrative emphasis and active planning, district-wide pre-referral processes and interventions and building-level / developmentally appropriate systems are implemented to support district students. The Cambria Heights Elementary has initiated a building-wide "Lift Me Up" (which has evolved into S.O.A.R.) Program that utilizes the hallmark components of a PBS system (emphasizing positive characteristics and actions, providing an instructional and reinforcement component to teach appropriate social, problem-solving and conflict-resolution skills, etc.)

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The Cambria Heights Middle School implements a C.O.P.E. program that also defines and emphasizes appropriate social, coping, cooperative skills, etc. This program places a strong emphasis on both Peer and Teacher Mentorship. District students are provided structured and safe times to discuss and work through the complex "life-variables" unique to many students in this developmental age range. The Cambria Heights High School continues the positive advisory components of the Middle School Program, and also adds additional student-specific guidance as students work toward post-school aspirations. A Student-Assistance Program and cooperative agreements with County Agencies provide an additional supportive "layer" for students at this developmental level.

The Cambria Heights School District has continued its agreement with agencies to provide in-school Mental Health Assessment and Counseling, Parenting Counseling and Substance Abuse Assessment and Counseling. District and Building Level Support Systems are designed to place emphasis on positive behaviors and decision-making, with many levels of support to assist district students in their times of need.

The Cambria Heights School District has also developed a flow-chart procedure to be utilized by district professionals for students with IEP's who are in need of positive behavior supports. Procedures reflect policy summarized above and Chapter 14 requirements. Uses of restraints, reflecting Chapter 14 Regulations, are also specified in this procedure.

The following procedures for students with IEP's who need behavior support programs or plans reflect Cambria Heights School District Behavior Support policy #113.2 and Chapter 14 requirements:

Student demonstrates a need for behavior support\* (for behavior that impedes their learning or that of others): 1. Data are collected by Cambria Heights Designee. IEP team analyzes data & completes a Functional Behavior Assessment (FBA). 2. IEP team develops a positive behavior support plan (PBSP). 3. Plan elements embedded in IEP Present Levels, Goals, & Specially Designed Instruction. 5. If the plan includes the use of restraint, the parent must give consent.6. The plan must specify how restraint will be eliminated through the application of positive behavior support. 7. Parent also provided written notice. After written notice, parent may agree in writing to waive the meeting. 8. Incident report completed by Cambria Heights Designee. 9. Based on the data, the IEP team decides to complete a functional behavior assessment; conduct a reevaluation; develop a new or revise the current plan; or change the student's placement. 10. Students with behavior support plans who are referred to law enforcement are to have an updated FBA & behavior support plan.

**Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.**

The Cambria Heights School District has provided Professional Development in the areas of Positive Behavioral Interventions, Deescalation Techniques, and Crisis Prevention Strategies to the entire teaching faculty, related services personnel and support personnel, and administrators through a collaborative effort between district, IU08 and Agency presenters. District professionals who interact on a daily basis with students, who may display challenging behaviors, as well as new staff, are provided the opportunity to participate in Nonviolent Crisis Intervention Training provided through IU08.

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New participants attend a two-day certification workshop, and previously certified participants attend annual refresher workshops. Hybrid trainings (a combination of on-line learning and on-site IU08 Consultant instruction) are also available to interested staff and have been offered to other groups of individuals who interact with our students on a daily basis (e.g., bus and van drivers from our transportation vendor. Administrative emphasis on maintaining these certifications provides each building with staff trained to best deal with students in, or escalating toward crisis. This helps our district provide district-wide positive behavioral supports to students. The Director of Special Education maintains resources regarding crisis levels and appropriate/corresponding staff response procedures to distribute to staff in need. Additionally, building intervention / crisis-response teams review crisis response procedures on a regular basis.

**Describe the district positive school wide support programs.**

At the Cambria Heights Elementary School, the district is implementing SWPBIS through the SOAR program. This program includes all of the evidence-based practices associated with SWPBIS, including establishing universal expectations, teaching those expectations, acknowledging students for demonstrating positive behavior, and using data to drive decision-making.

At the Elementary, SOAR stands for:

- Show Kindness
- Own Your Choices
- Act Responsibility
- Respect Yourself and Others

There is an Elementary team that guides the planning for the SOAR program. The faculty members on the Core Team represent different departments and grade levels. This team will meet periodically to discuss progress, data, and adjustments that are needed to improve the SOAR program. The SOAR Program will always be considered a “work in progress,” and the input provided by students, staff, parents, and community members is a critical factor in shaping and improving the SOAR Program at CHES.

SOAR Tartan Tickets are the tokens that are used by all staff to acknowledge students for demonstrating appropriate behavior (Showing Kindness, Owning Choices, Acting Responsibly, Respecting Self & Others) in school. The purpose of the SOAR points is to reinforce students’ positive behaviors and increase the likelihood that students will continue to display appropriate behavior consistent with the SOAR expectations in the future. Tickets should only be given to students for demonstrating these behaviors. Refer to the Matrix for more information on what kind of behavior to reinforce.

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All building staff will be given a supply of SOAR Tartan Tickets, including facilitators, paraprofessionals, secretaries, cafeteria staff, custodial staff, bus staff, and administrators. Staff should aim to distribute approximately 15-20 Tartan Tickets per week for the first several weeks of school. After the first month, facilitators will be given a recommended target number of points to distribute on a weekly/monthly basis.

**Describe the district school-based behavior health services.**

Schools within the Cambria Heights School District were approved as “Satellite” sites for Outpatient Therapy Services through a local mental health agency. Two agency therapists are assigned to our district to provide brief counseling, on-site outpatient counseling, and consultation. This agency partnership helps bring needed behavioral supports to district students who often had difficulty accessing or maintaining therapeutic supports. The district continues to be open to school consultation among outside support providers as many students receive outside counseling or therapy privately or with an agency. The district has also established the provision of small-group and individual psychological counseling through early intervening practices, as part of individual behavior support plans, and through individual education programs. School staff are also equipped to provide appropriate outside counseling-related contact information to parents and students when requested.

The district continues to be open to school consultation among outside support providers as many students receive outside counseling or therapy privately or with an agency. The district has also established the provision of group and individual psychological counseling through early intervening practices, as part of individual behavior support plans, and through individual education programs.

**Describe the district restraint procedure.**

Policy and procedure are clear and comply with Title 22 Sec. 14.133 including research-based practices and ensures approved restraints are used only as a last resort. Specifically, the Policy states: "The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment". The types of interventions chosen are to be as least intrusive as necessary, and aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior intervention program.

Our K-12 Multi-Tiered Systems of Support Model, screening and assessing students for behavioral and emotional needs is of equal emphasis as our primarily academic support pre referral systems of the past. Levels of academic supports and intervention levels have been established in K-12. Professional Development and Targeted Training will be necessary to ensure behavioral supports and intervention levels will generalize beyond small support teams.

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**Intensive Interagency**

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

Overall the Cambria Heights School District has not had significant difficulty providing supports and services needed to ensure FAPE for all resident students. The District has forged many professional relationships over the years to support students and families. Additionally, Cambria Heights Teams have enlisted the supports of private agencies (specializing in more complex disabilities and student needs) and cross-county agency professionals to make sure that any nonresident or foster children receive the supports they need to be successful in the educational programming provided within the Cambria Heights School District.

Child and Adolescent Service System Program (CASSP) and /or Student-Centered Family & Agency meetings are promptly scheduled with Parents / Guardians, Advocates, IU08 Consultants - Including Intensive Interagency Consultant, Local Task Force, and agency contacts (Behavioral Health / Intellectual Disabilities – BH/ID, other Mental Health Service Providers, Juvenile Probation, Foster Agencies, Children and Youth Services) to address how to best meet the complicated needs of any district student. The Cambria Heights School District has and will continue to welcome the assistance of agencies to provide assistance to students and their families. Mental health and/or issues outside of the school environment strongly impact the students' ability to access our district programming. The goal is to provide supports in the Least Restrictive Environment. Collaboration with educational and mental health agencies help us ensure FAPE for all students residing within Cambria Heights School District.

The Cambria Heights School District has prepared for potential needs of students receiving more intensive academic, behavioral and/or functional programming. Support teacher caseloads have been designed to accommodate various levels of student need. The goal of this planning is to provide supportive services and programming to students within CHSD programs. If all supports and interventions have been exhausted and/or the student continues to demonstrate "distress" in our programming and environments, the district has developed agreements with Appalachia Intermediate Unit 08 and other appropriate educational agencies to provide more structured and/or therapeutic opportunities for our district students. This programming is only considered after all other efforts and options have been attempted.

**Education Program (Caseload FTE)**

FTE ID: CG

Classroom Location: Secondary

Full-time or Part-time Position?

Full-time (1.0)

Building Name: Cambria Heights SHS

Support Type: Learning Support

Level of Support: Itinerant (20% or Less)

Case Load: 10



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Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 17 to 18  
Age Range Justification: N/A  
FTE % = 0.2

FTE ID: **MS**  
Classroom Location: Secondary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights SHS  
Support Type: Learning Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 15

Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 16 to 17  
Age Range Justification: N/A  
FTE % = 0.3

FTE ID: **MM**  
Classroom Location: Secondary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights SHS  
Support Type: Learning Support  
Level of Support \*  
Itinerant (20% or Less)  
Case Load: 15

Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 14 to 17  
Age Range Justification: N/A  
FTE % = 0.3

FTE ID: **SA**  
Classroom Location: Secondary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights SHS  
Support Type: Learning Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 12

Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 15 to 18  
Age Range Justification: N/A  
FTE % = 0.24

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+ Additional Support

Building Name: Cambria Heights SHS  
Support Type: Autistic Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 4  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 14 to 17  
Age Range Justification: N/A  
FTE % = 0.33

FTE ID: **RMc**  
Classroom Location: Secondary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights MS  
Support Type: Learning Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 26  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 12 to 14  
Age Range Justification: N/A  
FTE % = 0.52

FTE ID: **TB**  
Classroom Location: Secondary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights MS  
Support Type: Learning Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 15  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 12 to 13  
Age Range Justification: N/A  
FTE % = 0.3

FTE ID: **JJF**  
Classroom Location: Secondary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights MS  
Support Type: Learning Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 16

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Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 11 to 12  
Age Range Justification: N/A  
FTE % = 0.32

**FTE ID: VA**  
Classroom Location: Secondary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights MS  
Support Type: Learning Support  
Level of Support: Supplemental (Less Than 80% but More Than 20%)  
Case Load: 4  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 12 to 14  
Age Range Justification: N/A  
FTE % = 0.2

+ Additional Support

Building Name: Cambria Heights MS  
Support Type: Autistic Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 3  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 12 to 14  
Age Range Justification: N/A  
FTE % = 0.25

**FTE ID: IU-MN**  
Classroom Location: Elementary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights El Sch  
Support Type: Blind And Visually Impaired Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 2  
Identify Classroom: Intermediate Unit  
Classroom Location: Elementary  
Age Range 6 to 9  
Age Range Justification: N/A  
FTE % = 0.04

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FTE ID: **IU-SW**

Classroom Location: Secondary

Full-time or Part-time Position? Full-time (1.0)

Building Name: Cambria Heights SHS

Support Type: Deaf And Hearing Impaired Support

Level of Support: Itinerant (20% or Less)

Case Load: 2

Identify Classroom: Intermediate Unit

Classroom Location: Secondary

Age Range: 14 to 15

Age Range Justification: N/A

FTE % = 0.04

FTE ID: **IU-MF**

Classroom Location: Elementary

Full-time or Part-time Position? Full-time (1.0)

Building Name: Cambria Heights El Sch

Support Type: Multiple Disabilities Support

Level of Support: Full-Time (80% or More)

Case Load: 6

Identify Classroom: Intermediate Unit

Classroom Location: Elementary

Age Range: 6 to 10

Age Range Justification: A Student was placed through an IEP Team decision and Parent consent.

FTE % = 0.75

FTE ID: **HH**

Classroom Location: Multiple

Full-time or Part-time Position? Full-time (1.0)

Building Name: Cambria Heights El Sch

Support Type: Emotional Support

Level of Support: Itinerant (20% or Less)

Case Load: 8

Identify Classroom: School District

Classroom Location: Elementary

Age Range: 5 to 9

Age Range Justification: Students receive individual or small group supports within the appropriate age-range.

FTE % = 0.16

+ Additional Support

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Building Name: Cambria Heights MS  
Support Type: Emotional Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 9  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 10 to 13  
Age Range Justification: N/A  
FTE % = 0.18

+ Additional Support

Building Name: Cambria Heights SHS  
Support Type: Emotional Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 8  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 14 to 17  
Age Range Justification: N/A  
FTE % = 0.16

+ Additional Support

Building Name: Cambria Heights El Sch  
Support Type: Autistic Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 2  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 6 to 7  
Age Range Justification: N/A  
FTE % = 0.17

+ Additional Support

Building Name: Cambria Heights MS  
Support Type: Autistic Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 3  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 11 to 13  
Age Range Justification: N/A  
FTE % = 0.25

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+ Additional Support

Building Name: Cambria Heights SHS  
Support Type: Autistic Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 1  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 16 to 16  
Age Range Justification: N/A  
FTE % = 0.08

FTE ID: **AOG**

Classroom Location: Multiple  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights MS  
Support Type: Speech And Language Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 11  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 12 to 14  
Age Range Justification: N/A  
FTE % = 0.17

+ Additional Support

Building Name: Cambria Heights El Sch  
Support Type: Speech And Language Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 15  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 8 to 10  
Age Range Justification: N/A  
FTE % = 0.23

+ Additional Support

Building Name: Cambria Heights SHS  
Support Type: Speech And Language Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 10  
Identify Classroom: School District  
Classroom Location: Secondary  
Age Range: 14 to 17  
Age Range Justification: N/A

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FTE % = 0.15

FTE ID: **KAH**

Classroom Location: Elementary

Full-time or Part-time Position? Full-time (1.0)

Building Name: Cambria Heights El Sch

Support Type: Speech And Language Support

Level of Support: Itinerant (20% or Less)

Case Load: 60

Identify Classroom: School District

Classroom Location: Elementary

Age Range: 5 to 11

Age Range Justification: Students receive individual or small-group sessions within the appropriate age range of 3 years.

FTE % = 0.92

FTE ID: **AH**

Classroom Location: Elementary

Full-time or Part-time Position? Full-time (1.0)

Building Name: Cambria Heights El Sch

Support Type: Learning Support

Level of Support: Itinerant (20% or Less)

Case Load: 15

Identify Classroom: School District

Classroom Location: Elementary

Age Range: 10 to 12

Age Range Justification: N/A

FTE % = 0.3

FTE ID: **MLT**

Classroom Location: Elementary

Full-time or Part-time Position? Full-time (1.0)

Building Name: Cambria Heights El Sch

Support Type: Learning Support

Level of Support: Itinerant (20% or Less)

Case Load: 14

Identify Classroom: School District

Classroom Location: Elementary

Age Range: 9 to 10

Age Range Justification: N/A

FTE % = 0.28

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FTE ID: **JL**

Classroom Location: Elementary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights El Sch  
Support Type: Learning Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 10  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 6 to 7  
Age Range Justification: N/A  
FTE % = 0.2

FTE ID: **MC**

Classroom Location: Elementary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights El Sch  
Support Type: Learning Support  
Level of Support: Supplemental (Less Than 80% but More Than 20%)  
Case Load: 6  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 8 to 11  
Age Range Justification: N/A  
FTE % = 0.3

FTE ID: **CB**

Classroom Location: Elementary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights El Sch  
Support Type: Autistic Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 2  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 8 to 8  
Age Range Justification: N/A  
FTE % = 0.17

+ Additional Support



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Building Name: Cambria Heights El Sch  
Support Type: Emotional Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 2  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 8 to 8  
Age Range Justification: N/A  
FTE % = 0.04

+ Additional Support

Building Name: Cambria Heights El Sch  
Support Type: Learning Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 7  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 8 to 10  
Age Range Justification: N/A  
FTE % = 0.14

FTE ID: **AF**  
Classroom Location: Elementary  
Full-time or Part-time Position? Full-time (1.0)  
Building Name: Cambria Heights El Sch  
Support Type: Autistic Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 3  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 8 to 9  
Age Range Justification: N/A  
FTE % = 0.25

+ Additional Support

Building Name: Cambria Heights El Sch  
Support Type: Emotional Support  
Level of Support: Itinerant (20% or Less)  
Case Load: 1  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 8 to 8  
Age Range Justification: N/A  
FTE % = 0.02

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+ Additional Support

Building Name: Cambria Heights El Sch  
Support Type: Learning Support  
Level of Support: Supplemental (Less Than 80% but More Than 20%)  
Case Load: 6  
Identify Classroom: School District  
Classroom Location: Elementary  
Age Range: 8 to 9  
Age Range Justification: N/A  
FTE % = 0.3

**Special Education Facilities**

Building Name: Cambria Heights El Sch

Room # **A105**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 30ft 11in x 20ft 3in

Classroom Area Measurement: 626sqft

Max # of students in classroom: 22

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **C111**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 30ft 11in x 23ft 10in

Classroom Area Measurement: 736sqft

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Max # of students in classroom: 26

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **B143-A**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 14ft 10in x 13ft 2in

Classroom Area Measurement: 195sqft

Max # of students in classroom: 6

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **B139**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 14ft 9in x 11ft 2in

Classroom Area Measurement: 164sqft

Max # of students in classroom: 5

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**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **A109**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 27ft 5in x 19ft 10in

Classroom Area Measurement: 543sqft

Max # of students in classroom: 19

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **C210**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 27ft 5in x 19ft 10in

Classroom Area Measurement: 543sqft

Max # of students in classroom: 19

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

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Room # **B221**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 30ft 8in x 18ft 6in

Classroom Area Measurement: 567sqft

Max # of students in classroom: 20

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **B219**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 17ft 5in x 18ft 5in

Classroom Area Measurement: 320sqft

Max # of students in classroom: 11

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **B219**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 17ft 5in x 18ft 5in

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Classroom Area Measurement: 320 sqft

Max # of students in classroom: 11

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **B213**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements 17ft 5in x 17ft 3in

Classroom Area Measurement: 300sqft

Max # of students in classroom: 10

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **A207**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 22ft 0in x 21ft 3in

Classroom Area Measurement: 467sqft

Max # of students in classroom: 16

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**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **B214**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 22ft 10in x 22ft 11in

Classroom Area Measurement: 523sqft

Max # of students in classroom: 18

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights El Sch

Room # **B220**

School Building: Elementary

Building Description: A building in which general education programs are operated

Classroom Measurements: 21ft 6in x 33ft 0in

Classroom Area Measurement: 709sqft

Max # of students in classroom: 25

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

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Building Name: Cambria Heights MS

Room # **106**

School Building: Middle

Building Description: A building in which general education programs are operated

Classroom Measurements: 25ft 11in x 29ft 10in

Classroom Area Measurement: 773sqft

Max # of students in classroom: 27

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights MS

Room # **103 A**

School Building: Middle

Building Description: A building in which general education programs are operated

Classroom Measurements: 15ft 9in x 9ft 5in

Classroom Area Measurement: 148sqft

Max # of students in classroom: 5

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes



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Building Name: Cambria Heights MS

Room # **102**

School Building: Middle

Building Description: A building in which general education programs are operated

Classroom Measurements: 19ft 7in x 11ft 11in

Classroom Area Measurement: 233sqft

Max # of students in classroom: 8

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights MS

Room # **130**

School Building: Middle

Building Description: A building in which general education programs are operated

Classroom Measurements: 26ft 1in x 24ft 1in

Classroom Area Measurement: 628sqft

Max # of students in classroom: 22

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

**CAMBRIA HEIGHTS SCHOOL DISTRICT**  
**DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES**  
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Building Name: Cambria Heights MS

Room # **205**

School Building: Middle

Building Description: A building in which general education programs are operated

Classroom Measurements: 22ft 4in x 26ft 4in

Classroom Area Measurement: 588sqft

Max # of students in classroom: 21

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights MS

Room # **204**

School Building: Middle

Building Description: A building in which general education programs are operated

Classroom Measurements: 16ft 9in x 10ft 4in

Classroom Area Measurement: 173sqft

Max # of students in classroom: 6

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

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Building Name: Cambria Heights SHS

Room # **S138**

School Building: Senior High

Building Description: A building in which general education programs are operated

Classroom Measurements: 30ft 0in x 22ft 1in

Classroom Area Measurement: 662sqft

Max # of students in classroom: 23

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights SHS

Room # **S140 a.**

School Building: Senior High

Building Description: A building in which general education programs are operated

Classroom Measurements: 15ft 9in x 27ft 5in

Classroom Area Measurement: 431sqft

Max # of students in classroom: 15

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

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Building Name: Cambria Heights SHS

Room # **S140 b.**

School Building: Senior High

Building Description: A building in which general education programs are operated

Classroom Measurements: 16ft 8in x 23ft 10in

Classroom Area Measurement: 397sqft

Max # of students in classroom: 14

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights SHS

Room # **A102 a.**

School Building: Senior High

Building Description: A building in which general education programs are operated

Classroom Measurements: 16ft 8in x 23ft 10in

Classroom Area Measurement: 397sqft

Max # of students in classroom: 14

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

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Building Name: Cambria Heights SHS

Room # **A102 b.**

School Building: Senior High

Building Description: A building in which general education programs are operated

Classroom Measurements 15ft 9in x 27ft 5in

Classroom Area Measurement: 431sqft

Max # of students in classroom: 15

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights SHS

Room # **A123**

School Building: Senior High

Building Description: A building in which general education programs are operated

Classroom Measurements: 18ft 1in x 12ft 8in

Classroom Area Measurement: 229sqft

Max # of students in classroom: 8

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

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Building Name: Cambria Heights SHS

Room # **A109**

School Building: Senior High

Building Description: A building in which general education programs are operated

Classroom Measurements: 16ft 6in x 24ft 4in

Classroom Area Measurement: 401sqft

Max # of students in classroom: 14

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

Building Name: Cambria Heights SHS

Room # **D106**

School Building: Senior High

Building Description: A building in which general education programs are operated

Classroom Measurements: 16ft 3in x 12ft 6in

Classroom Area Measurement: 203sqft

Max # of students in classroom: 7

**Assurance Check**

The class is maintained as close as appropriate to the ebb and flow of usual school activities: Yes

The class is located where noise will not interfere with instruction: Yes

The class is located only in space that is designed for purposes of instruction: Yes

The class is readily accessible: Yes

The class is composed of at least 28 square feet per student: Yes

**CAMBRIA HEIGHTS SCHOOL DISTRICT**  
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**Special Education Support Services**

<b>SE Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of SEducation	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraeducators	14	Elementary	District
Paraeducators	10	Secondary	District
School Psychologist	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	3	Secondary	District
Social Worker	1	District Wide	Contractor
Occupational Ther.	5	District Wide	Contractor
Physical Therapist	2	District Wide	Contractor

**Special Education Personnel Development**

**Autism**

Description of Training: **Students with Behavioral-Emotional, Cognitive & Functional Needs: Training for Transportation Personnel**

Lead Person/Position: Robert Diamond / CHSD Director of Special Education & Student Services

Year of Training: 2022, 2023, 2024

Hours Per Training: 4.0

Number of Sessions: 3

Provider: District & Other

Audience: Other

**CAMBRIA HEIGHTS SCHOOL DISTRICT**  
**DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES**  
814 674-3601 <http://www.chsd1.org>

Description of Training: **Supplementary Aids & Services Considerations Process to Enhance Strengths and Address Unique Needs of Students with Autism**

Lead Person/Position: Robert Diamond / CHSD Director and Dr. Jill Little / CHSD School Psychologist

Year of Training: 2023 & 2024

Hours Per Training: 6.0

Number of Sessions: 4

Provider: District & PaTTAN

Audience: Building Administrators, Central Office Administrators, General Education Teachers, Parents, Paraprofessionals, Special Education Teachers & Other

Description of Training: **Non-Violent Crisis Intervention Certification Training**

Lead Person/Position: Mr. Don Arotin / Educational Consultant & Certified Trainer

Year of Training: 2022, 2023 & 2024

Hours Per Training: 10.0 (Initial) and 3.0 (Recert)

Number of Sessions: 6 (Initial) and 3 (Recert)

Provider: Intermediate Unit & PaTTAN

Audience: Building Administrators, General Education Teachers, Paraprofessionals & Special Education Teachers

**Positive Behavior Support**

Description of Training: Functional Behavioral Assessment, Positive Behavioral Intervention Planning & Behavioral Intervention Plan Facilitation / Evaluation

Lead Person/Position: Robert Diamond / CHSD Director of Special Education & Student Services

Year of Training: 2022 & 2023

Hours Per Training: 3.0

Number of Sessions: 6

Provider: District, Intermediate Unit, PaTTAN & Other



**CAMBRIA HEIGHTS SCHOOL DISTRICT**  
**DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES**  
814 674-3601 <http://www.chsd1.org>

Audience: Building Administrators, Paraprofessionals, Special Education Teachers & Other

Description of Training: **Supplementary Aids & Services Considerations Process to Enhance Strengths and Address Unique Needs of Students with Behavioral - Emotional or Behavioral Health Needs**

Lead Person/Position: Robert Diamond / CHSD Director and Dr. Jill Little / CHSD School Psychologist

Year of Training: 2023 & 2024

Hours Per Training: 4

Number of Sessions: 6

Provider: District & PaTTAN

Audience: Building Administrators, General Education Teachers, Parents, Paraprofessionals, Special Education Teachers & Other

**Paraprofessional**

Description of Training: **CPR and First Aid**

Lead Person/Position: Nurse Erin Lacue / School Nurse and Certified Trainer

Year of Training: 2022, 2023 & 2024

Hours Per Training: 6.5

Number of Sessions: 3

Provider: District & Other

Audience: Building Administrators, General Education Teachers & Paraprofessionals

Description of Training: **Various Topics Aligned with the PDE Credential and Council for Exceptional Children Performance Competencies for Paraeducators**

Lead Person/Position: Robert Diamond / CHSD Director of Special Education

Year of Training: 2022, 2023 & 2024

Hours Per Training: 4.0

Number of Sessions: 7

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**DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES**  
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Provider: Intermediate Unit, PaTTAN & Other

Audience: Parents & Paraprofessionals

Description of Training: **Confidentiality**

Lead Person/Position: Mr. Kenneth Kerchenske / CHSD Superintendent

Year of Training: 2022, 2023 & 2024

Hours Per Training: 3.0

Number of Sessions: 3

Provider: District & Other

Audience: Building Administrators, Central Office Administrators, General Education Teachers, Parents, Paraprofessionals, Special Education Teachers & Other

**Transition**

Description of Training: **Age-Appropriate Transition Assessments & Transition Planning Development**

Lead Person/Position: Mr. Robert Diamond / CHSD Director of Special Education

Year of Training: 2023

Hours Per Training: 3.0

Number of Sessions: 6

Provider: Intermediate Unit, PaTTAN & Other

Audience: Parents & Other

Description of Training: **Office of Vocational Rehabilitation, CareerLink & CareerZone Supports Through & After Graduation**

Lead Person/Position: Robert Diamond / CHSD Director of Special Education

Year of Training: 2023 & 2024

Hours Per Training: 2.5

Number of Sessions: 8

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Provider: District, Intermediate Unit & Other

Audience: Parents & Other

**Science of Literacy**

Description of Training: **Using Progress Monitoring Measures (“easyCBM” or equivalent) and Direct Instruction Cycle to Provide Systematic Opportunities for “Meaningful Educational Benefit”**

Lead Person/Position: Dr. Jill Little / CHSD School Psychologist

Year of Training: 2022, 2023 & 2024

Hours Per Training: 3.0

Number of Sessions: 6

Provider: District & PaTTAN

Audience: Building Administrators, General Education Teachers, Paraprofessionals & Special Education Teachers

Description of Training: **Using Technology to Access Grade-level or Above Text**

Lead Person/Position: Mr. Alan DuBreucq / CHSD High School Principal

Year of Training: 2022 & 2024

Hours Per Training: 2.0

Number of Sessions: 3

Provider: District & Other

Audience: General Education Teachers, Parents, Paraprofessionals, Special Education Teachers & Other

Description of Training: **LETRS® (Language Essentials for Teachers of Reading and Spelling): fundamentals of reading instruction**—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

Lead Person/Position: Jennifer Herncane / IU08 Curriculum Specialist & Instructional Coach

Year of Training: 2023 & 2024

Hours Per Training: 5.0

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Number of Sessions: 6

Provider: Intermediate Unit & PaTTAN

Audience: General Education Teachers, Paraprofessionals & Special Education Teachers

**Parent Training**

Description of Training: **Office of Vocational Rehabilitation, CareerLink & CareerZone Supports Through & After Graduation**

Lead Person/Position: Robert Diamond / CHSD Director of Special Education

Year of Training: 2023 & 2024

Hours Per Training: 2.5

Number of Sessions: 8

Provider: District, Intermediate Unit, Other

Audience: Parents

Description of Training: Supplementary Aids and Services Considerations Process for CHSD Parents

Lead Person/Position: Robert Diamond / CHSD Director of Special Education

Year of Training: 2023

Hours Per Training: 3.0

Number of Sessions: 2

Provider: District & PaTTAN

Audience: Building Administrators & Parents

Description of Training: **Supporting Students on Remote Instructional Platforms at Home & Online Safety**

Lead Person/Position: Robert Diamond / CHSD Director of Special Education

Year of Training: 2022 & 2024

Hours Per Training: 3.5

Number of Sessions: 4

Provider: District & Other

**CAMBRIA HEIGHTS SCHOOL DISTRICT**  
**DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES**  
814 674-3601 <http://www.chsd1.org>

Audience: Parents & Other

**IEP Development**

Description of Training: **Using Progress Monitoring Measures (“easyCBM” or equivalent) and Direct Instruction Cycle to Provide Systematic Opportunities for “Meaningful Educational Benefit”**

Lead Person/Position: Dr. Jill Little / CHSD School Psychologist

Year of Training: 2022, 2023 & 2024

Hours Per Training: 3.0

Number of Sessions: 6

Provider: District & PaTTAN

Audience: General Education Teachers, Parents, Paraprofessionals & Special Education Teachers

Description of Training: **Developing “Current” Levels of Academic and Functional Performance to Drive IEP Development**

Lead Person/Position: Robert Diamond / CHSD Director of Special Education

Year of Training: 2023 & 2024

Hours Per Training: 4.0

Number of Sessions: 2

Provider: District & PaTTAN

Audience: General Education Teachers, Parents & Special Education Teachers

Description of Training: **IEP “File Review” Compliance Evaluation Process**

Lead Person/Position: Robert Diamond / CHSD Director of Special Education

Year of Training: 2024

Hours Per Training: 5.0

Number of Sessions: 2

Provider: District, Intermediate Unit & PaTTAN

Audience: Building Administrators, Parents & Special Education Teachers

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**DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES**  
814 674-3601 <http://www.chsd1.org>

Description of Training: **Facilitating an Effective IEP Meeting (Initial and Review / Revision)**

Lead Person/Position: Robert Diamond / CHSD Director of Special Education

Year of Training: 2022 & 2024

Hours Per Training: 3.5

Number of Sessions: 2

Provider: District & PaTTAN

Audience: Building Administrators, General Education Teachers, Parents, Paraprofessionals & Special Education Teachers

**CAMBRIA HEIGHTS SCHOOL DISTRICT**  
**DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES**  
814 674-3601 <http://www.chsd1.org>

**Affirmation Statement:**

As required by the Pennsylvania Department of Education, the School Board President for the Cambria Heights School District reviewed the **Special Education Plan**.

Affirmed on this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

By: \_\_\_\_\_ (Signature of Board President)

Mr. Kenneth Vescovi \_\_\_\_\_ (Print Name)

Cambria Heights School District \_\_\_\_\_ Board of Education

We also affirm and assure 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:

**X** There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

**X** The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

**X** The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

**X** The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

**X** The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

**X** The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer: \_\_\_\_\_ Date: \_\_\_\_\_

**CAMBRIA HEIGHTS SCHOOL DISTRICT**  
**DEPARTMENT OF SPECIAL EDUCATION & STUDENT SERVICES**  
814 674-3601 <http://www.chsd1.org>

\*If you have any questions, comments, feedback and/or recommendations for this Draft CHSD Special Education Plan proposed for 2021-2024, please contact:

**Mr. Robert Diamond**, CHSD Director of Special Education & Student Services  
rdiamond@chsd1.org  
(814) 674-3601 ext. 4007

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