

Cambria Heights School District / Special Education

Future Ready Comprehensive Planning Portal

The Pennsylvania Department of Education (PDE) is responsible for ensuring that all special education programs in schools are appropriate, compliant, and effective. To do this, school districts must submit a Special Education Plan every 3 years to PDE as required under 22 PA Code 14.104.

Special Education Students

Identify the total number of unduplicated special education students: **212** (16.5%)

CHSD Steering Committee

Comprised of Various Members of the Cambria Heights School District Community including Students, Families, CHSD Board of Directors, *Curriculum Committee, Superintendent & Administrative Team, Teachers, Support Professionals and Educational Agency Advisors & Consultants.

CHSD Areas of Improvement / Planning

Analysis of Indicators of Compliance and Performance for Cambria Heights School District: Review and Analysis of Data provided through the SEDR Dashboard within the Special Education Plan Site (2020-2021 & 2021-2022), the September 2023 Special Education Data Report Snapshot (2022-2023) and Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Cambria Heights SD the week of **March 7, 2022.**

CHSD School-Age Enrollment & Enrollment by Disability Category

CHSD (K-12+)	2020-2021	2021-2022	2022-2023	*compared to State%
Total % Special Education	14.5%	15.8%	16.5%	< PA Average (19.3%)
Autism	10.1%	9.8%	11.3%	< PA Average (13.2%)
Emotional Disturbance	8.0%	8.3%	9.0%	< PA Average (7.9%)
Intellectual Disability	5.9%	6.4%	---	= PA Average (6.2%)
Other Health Imp (OHI)	13.3%	---	11.8%	< PA Average (18.2%)
Spec Learning Disability	45.7%	46.1%	43.9%	▶ PA Average (38.3%)
Speech/Language Impair	16.0%	16.2%	17.9%	▶ PA Average (13.9%)

* The following Student Disability categories are not assigned a percentage due to small group sizes within the District: Deaf-Blindness, Hearing Impairment Including Deafness, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury and Visual Impairment Including Blindness.

CHSD percentages consistent across Student Disability Eligibility Categories from 2020 through 2023 reflect consistent Child Find activities and implementation of and effective Evaluative procedures and processes to determine Student Need and/or Eligibility for Special Education Services & Supports.

Lower CHSD percentages compared to PA State percentages (especially % Special Education of Total Enrollment) reflective of Pre-Referral Interventions (Supplementary Aids & Supports & Universal Design for Learning Principles) & Direct Instructional and Universal Progress Monitoring Supports provided with consistency and fidelity within the Cambria Heights School District.

CHSD Specific Learning Disability percentages have consistently been recorded higher than PA averages. Percentages are trending downward and more commensurate with State averages (+/- 6%). The Administrative Team believes this may be the statistical result of consistently fewer Students identified under Other Health Impairment (OHI).

CHSD Speech & Language Impairment percentages have also been recorded higher than PA averages. The Administrative Team believes reflects our Student demographic, but will continue to monitor the rate of identification in this area of disability.

CHSD Total Enrollment by Race percentages are commensurate with PA Enrollment Data.

Indicator 1 and Indicator 2: Graduation Rates & Drop-Out Rates (Ages 14-21)

Cambria Heights School District graduates Students with disabilities at a rate averaging **97%**, which is commensurate with graduating Students without disabilities. This percentage exceeds the PA State average rate by +8%.

A consistently low (and statistically “*unreportable*”) percentage of Students with disabilities who drop-out of CHSD is reflective of the high Graduation rate of CHSD Students with and without disabilities. Specifically, flexible and focused District programming and implementation of initiatives (“Pathways to Graduation”, Increasing Attendance & Engagement, etc.) to meet the needs of non-traditional students has had lasting effects, even following significant times of Pandemic mitigation.

Indicator 3A: Participation in Statewide Assessments

Cambria Heights Students with disabilities consistently demonstrate a high rate of participation, meeting 95% targets in 5 of 6 reported areas. Only 8th Grade ELA was reported to be below the target percentage at 92%.

Indicator 3B: Proficiency Rate for Students with IEPs Against Grade-Level Academic Achievement Standards

The CHSD Administrative Team regularly reviews and analyzes Student Performance on State Assessments, as well as projections of growth (PVAAS Student-Specific Data). Although data reports indicate that District proficiency rate percentages “did not meet” SPP/APR targets, District Students with IEPs did score commensurate with PA State rates in 8th Grade ELA (within 1%), and above PA State rates in 4th Grade ELA (+12.5%), 4th Grade Math (+1%) and 8th Grade Math (+2%). 11th Grade ELA and Math Assessment rates for Students with IEPs were not available to compare to PA State averages.

Indicator 3D: Gap in Proficiency Rates for Students with IEPs and All Students Against Grade-Level Academic Achievement Standards: Review and Analysis of data evidenced that CHSD Students with IEPs met target proficiency rates in both 4th and 8th Grade Math Assessments. In 4th and 8th Grade ELA, target proficiency rates were reported not to be met, however comparable to PA State rate averages (4th +10.4% and 8th -1%).

Indicator 4A & 4B: Discrepancy in Suspension and Expulsion Rates

Review and analysis of data provided indicated no evidence of discrepancy or disproportionality in Suspension and Expulsion rates.

Indicator 5: Educational Environments / Least Restrictive Environment

Cambria Heights students with disabilities have consistently accessed regular education environments and the general education curriculum at higher rates, most notably in percentage of Students with IEPs in their Regular Class 80% or more of their School Day.

~85% or more of Cambria Heights students with disabilities participate in regular education 80% or more of their scheduled instructional day. *This data directly reflects proactive use of “high-leverage” / evidenced methods and strategies, including using Supplementary Aids and Services and Universal Design for Instruction to support all District students.

Additionally, District Teams are expected to begin action planning and develop interventions to occur within regular education environments. This practice provides all Students opportunities to learn with their grade-level peers and access all educational opportunities provided through the general education curriculum and enriching activities.

Review and Analysis of data evidences that the percentage of CHSD Students with IEPs receiving supports in their Regular Class less than 40% or percentage of Students in Other Settings are both commensurate (less than 1% difference) with PA State rate averages.

Indicator 9 & 10: Disproportionate Representation by Race / Ethnicity / Disability Category

CHSD has met targets in both areas. Review and Analysis of Data indicates no evidence of disproportionate representation by race, ethnicity or disability category.

Indicator 11: Timelines for Initial Evaluation

Review and Analysis of Data indicated a **100%** rate of Initial Evaluation completion within regulatory guidelines. Compliance in this area was also evidenced during the recent CHSD *Cyclical Monitoring for Continuous Improvement (CMCI)* File Reviews.

Indicator 13: IEP Post-Secondary Transition Goals and Services

100% of Leavers were able to be surveyed prior to Graduation during the 2022-23 School Year.

Indicator 14: Post-School Outcomes

Post-School Outcome Surveys of CHSD Student Leavers are in the process of being conducted / submitted.

Monitoring

Cyclical Monitoring for Continuous Improvement (CMCI) was conducted by the Bureau of Special Education (BSE) in the Cambria Heights SD the **week of March 7, 2022**. The District has completed all monitoring corrective action/improvement plans.

Identification Method

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

The Cambria Heights School District uses only the **Discrepancy Model** for determination of a specific learning disability. The Discrepancy Model places an emphasis on a student's intelligence level determined through a standardized Intellectual Quotient (IQ) assessment measure (which helps to clarify and define a student's strengths and weaknesses) and its comparison to the student's predicted and assessed achievement ability. This traditional model and method relies heavily on the gap between a student's intellectual ability and the student's actual achievement as determined through classroom performance, standardized assessment, interventions delivered through regular education, teacher input, and parent / caregiver input.

Psycho-educational assessments consist of a battery of tests that will provide information to Team members regarding a student's overall abilities, particular learning style, information processing abilities, and academic / behavioral skills. Additional information is derived related to short and long-term memory, sequencing abilities, language functioning, and processing speed. Essentially, students generally demonstrate poor achievement for long periods of time to support a discrepancy or gap between their intellectual level and achievement levels. Parent / Caregiver and staff input, a records review and observation(s) are used to rule out other factors as the primary cause of the student's failure to progress satisfactorily.

To determine Specific Learning Disability the Team considers specific data analysis and documents whether the student does not achieve adequately for the student's age or does not meet State-approved grade-level standards when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade-level standards and level of English language proficiency. The areas considered are oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.

Severe discrepancy between intellectual ability and achievement is documented, specifying pattern of strengths and weaknesses in performance, achievement relative to age, standards or intellectual development. Instructional strategies used, student-centered data collected, and whether the student's regular education instruction was delivered by qualified personnel are considered, analyzed and documented. Relevant medical findings and effects of the student's environment, culture, or economic background are also addressed by the team. Additionally the team explores whether learning / functional barriers are not primarily a result of: visual disability, hearing disability, motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.

Cambria Heights School District Pre-referral Teams have seen great value in Multi-Tiered Systems of Support (MTSS) systems as a tool in helping identify barriers to student learning / functioning, employ research-based and validated interventions, monitor progress, and gather valuable data to analyze that may help the Team determine whether further evaluating the presence of a Learning Disability is warranted.

*It is important to note that the Cambria Heights SD MTSS/RTII support process is not used to delay referral for Evaluation in order to determine eligibility and need for formal Special Education services and supports. This process is available to all district students.

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?
2. 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.)
3. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

1. The Cambria Heights School District is not currently a host entity.

2. No matter where the appropriate (or court-ordered) educational program placement is located, the Cambria Heights School District ensures that an appropriately certified special education teacher provides instruction, and/or certified / licensed specialist provides supportive interventions and services for non-resident students living within the boundaries of the District.

Children considered as a "Non-resident" who live within the boundaries of the CH School District are afforded the same access as resident children to Child-Find, Evaluation, and Programming processes specified in Pa Chapter 14 and CHSD School Policy when thought to be eligible and/or in need of special education. District Teams also prioritize transition to supportive programming in regular CHSD schools for any Student attending an outside Program.

The Cambria Heights School District strives to ensure that nonresident children residing within the district have access to the same educational programs, services and opportunities provided to other district students. The District maintains communication s and professional relationships with any agency service providers who may house nonresident students within our district.

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.

2. For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, Cambria Heights School District considers the educational placement options to educate the student in the district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, Cambria Heights School District provides the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means Cambria Heights School District makes decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the district confers or meets with the family to develop a Service Agreement for a student with a "disabling condition" pursuant to Pa Chapter 15.

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.

If a child who is impacted by a disabling condition determined under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Pa Chapter 14, the Cambria Heights School District will procedurally move forward with a special education evaluation under IDEA and Pa Chapter 14. One indication that a child is thought to-be-eligible may include a determination by the Cambria Heights School District, parent, or a professional that the child's educational needs cannot be met appropriately without supports in a regular public school setting.

3. Children considered as a "Non-resident" who live within the boundaries of the CH School District are afforded the same access as resident children to Child-Find, Evaluation, and Programming processes specified in Pa Chapter 14 and CHSD School Policy when thought to be eligible and/or in need of special education. District Teams also prioritize transition to supportive programming in regular CHSD schools for any Student attending an outside Program.

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. 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 reviewing 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.

We would not foresee any barriers, as the Cambria Heights School District has served host to facilities (1306 entities) in the past and has utilized open communication and collaboration with educational, county and advocacy agencies to provide supports and appropriate programming for all students living within and enrolled in our district.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
2. 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).

1. The Cambria Heights School District does not have an adult correctional facility that houses juveniles.

2. 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.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
 2. 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?
 3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
 4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
 5. 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?
 6. 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)
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Cambria Heights School District supports an inclusive rationale that recognizes that each student is a distinctive individual with specific strengths and/or needs, and recognizes that all children learn at different rates and require specialized resources to match his/her needs. Access to regular education environments and to instructional opportunities and experiences for all district students is a primary focus of Cambria Heights SD Supportive and Planning Teams. Resources are projected, budgeted and secured to provide opportunities for all district students to have appropriate access to the general education curriculum. The Cambria Heights Board of Directors, Superintendent, Administrators and Teachers collaborate in developing building / grade-level budgets in order to provide needed supplementary aids and services for district students.

1. Review and Analysis of Data provided through the SEDR Dashboard within the Special Education Plan Site (2020-2021 & 2021-2022), the September 2023 Special Education Data Report Snapshot (2022-2023) and Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Cambria Heights SD the week of March 7, 2022.

Indicator 5: Educational Environments / Least Restrictive Environment

Cambria Heights students with disabilities have consistently accessed regular education environments and the general education curriculum at higher rates, most notably in percentage of Students with IEPs in their Regular Class 80% or more of their School Day.

~85% or more of Cambria Heights students with disabilities participate in regular education 80% or more of their scheduled instructional day. This data directly reflects proactive use of Supplementary Aids and Services and Universal Design for Learning (UDL) Principles to support all District students.

Additionally, Teams always begin planning and interventions to occur within regular education environments so that students may have opportunities to learn with their grade-level peers and access all educational opportunities provided through the general education curriculum and enriching activities.

Review and Analysis of data evidences that the percentage of CHSD Students with IEPs receiving supports in their Regular Class less than 40% or percentage of Students in Other Settings are both commensurate (less than 1% difference) with PA State rate averages.

2. 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, now evolved into Framework for Access and Belonging (FAB) Process in which participants learn 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 (including supplementary aids and services and Universal Design for Learning (UDL) Principles) to overcome these barriers. Emphasis was placed on appropriate planning and evaluation of supports / action plan.

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.

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

The Cambria Heights School District has been actively transitioning to The Framework for Access & Belonging with Supplementary Aids and Services – or (FAB) is the newly renovated Supplementary Aids and Services (SaS) Consideration Toolkit and keeps the purpose of the toolkit unchanged. <https://www.pattan.net/Supports/Inclusive-Practices/Framework-for-Access-Belonging>

FAB is a structured method to analyze the instructional, physical, and social environment of a general education classroom from the perspective of an individual student with a disability. The intended outcome of using the FAB Process is for the team to identify specific obstacles or instructional barriers that may interfere with meaningful access and belonging within an educational environment. Once barriers are identified, the team will select tools, strategies, and/or resources to reduce and/or eliminate these barriers to enhance participation and learning for the student with a disability in the general education classroom.

Areas of Departmental Review and Professional Development at CHSD continue to be developed and facilitated in foundations of the FAB approach. Identify Barriers (<https://sites.google.com/pattan.net/fab-framework-for-access-belon/identify-barriers>)

I. The first step to is to identify the barriers that prevent access & belonging

Potential Barriers: Remember that the barrier is NOT the learner/child. Barriers can be within the learning goals, materials, teaching approaches or assessment.

Social-Emotional Barriers: We also need to consider potential social and emotional barriers to learning.

II. Strategies To Remove Barriers (<https://sites.google.com/pattan.net/fab-framework-for-access-belon/strategies-to-remove-barriers>)

The CHSD Special Education Department provides materials and resources during meetings and trainings. 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) in 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. 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.

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

The Supplementary Aids and Services Considerations, evolving into the Framework for Access and Belonging (FAB) 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 (including supplementary aids and services and Universal Design for Learning (UDL) Principles) 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.

5. 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.

6. 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 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.

If an outside program or placement is decided to be appropriate for a student to meet their current needs, Cambria Heights Team members collaborate with personnel in these programs to develop a plan of transition back to Cambria Heights SD programming as soon as appropriate.

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 hiring additional Support Teachers to provide more intensive academic and behavioral-emotional supports to several younger students at-risk for placement outside of the district.

Out of District Placements

Facility Name *Soaring Heights School (Pyramid Health)
Facility Type *Approved Private School (APS)
Operated By *Pyramid Health Care
Service Type *Autistic / Emotional Support
Number of Students Placed *3

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 *1

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 *Appalachia Youth Services Day Treatment
Facility Type *Approved Private School (APS)
Operated By *Appalachia Youth Services
Service Type *Learning / Emotional Support
Number of Students Placed *1

Behavior Support Services

1. How does the district support the emotional, social needs of students with disabilities?
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. Describe the district positive school wide support programs.
4. Describe the district school-based behavior health services.
5. Describe the district restraint procedure.

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

The Cambria Heights School District facilitates a procedure to be utilized by district professionals for students with IEP's who need 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.

District Positive Behavioral Intervention Processes (including NCI) are designed to provide school (and other supportive) professionals a process and recommended skills and strategies to: Provide a safe & supportive environment. Observe, acknowledge and support students exhibiting changes in behavior and signs of escalation (e.g., anxiety, verbal or physical responses, etc.). Determine patterns of events and/or situations that “trigger” potential escalation through data recording and analysis (Functional Behavioral Assessment – FBA & Positive Behavior Support / Intervention Planning- PBSP). Provide specific supports to support students in each stage of crisis (Defined in NCI Model: 1. Anxiety = Supportive Approach, 2. Defensive = Directive Approach, 3. Risk Behavior = Safety Interventions (De-escalation Strategies & *NCI Techniques for those Certified*) & 4. Tension Reduction = Therapeutic Rapport)

Policy and procedure are clear and comply with Title 22 Sec. 14.133. 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 management program". As we expand our Response to Intervention and Instruction Model district-wide, behavioral supports will be emphasized. Levels of academic supports and intervention levels have been established K-12. Training will be necessary to ensure behavioral supports and intervention levels will expand beyond small support teams. The Cambria Heights Behavior Management Policy (113.2.) specifies the use of positive behavior support. The policy is designed enable students with special needs who need behavioral supports, "to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE)..." Guidelines include techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills, reinforcement of desired behaviors, utilizing least to most hierarchy of strategies, development of behavior support plans, conducting functional behavior assessments, and evaluating positive interventions. Behavior support plans developed must be designed and implemented with PDE Guidelines for Effective Behavior Support. 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 management program".

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. Most **all** Cambria Heights Professional Staff & Related Service Providers (e.g., Transportation Personnel, Agency Personnel, etc.) have been provided Professional Development Training and Resources in Student Positive Behavioral Support Strategies (e.g., **Respectful Student Interaction, Active Observation, Data Recording / Analysis, Supportive Student Acknowledgement and De-escalation Techniques**). Trainings, Resources and Consultation have been provided through Cambria Heights, Intermediate Unit, PaTTAN and Agency Specialists. Deescalation and Nonviolent Crisis Intervention Professional Development is offered to District and Related Services Professionals annually. Training objectives include Preventative (e.g., nonverbal techniques useful in the prevention of acting out behavior, verbal techniques to be implemented when de-escalation of verbal acting out is necessary, and physical personal safety techniques to avoid student and staff injury if behavior escalates to a physical level) and Therapeutic Physical Intervention (e.g., physical control and restraint techniques to be implemented when physical intervention is necessary, team intervention strategies and techniques, and therapeutic Postvention techniques) techniques to ensure the care, welfare, safety, and security of student and staff.

Professional development conducted by the School Psychologist, Emotional and Autistic Support Teachers, and Director focus on how to observe for signs of anxiety/distress in students at different developmental levels, how to acknowledge and intervene supportively, and then how to advise other school professionals to follow up with the student. The following is an example of training content used:

Children typically follow behavioral level “stages” as they escalate to a crisis level. When individuals entrusted with the care of these students observe these behavioral levels, their supportive response can positively influence the outcome of a potential conflict, and stop it from escalating into a crisis situation. Recommendations of appropriate response:

I. Anxiety Stage: The student is observed to be “different” or is displaying misdirected energy. For example, a student who is usually quiet or reserved on the morning van run is now muttering to herself, talking non-stop to her peers, fidgeting, or wringing her hands.

Recommended Response: Be Attentive, Supportive and Non-judgmental. Respectfully approach the student. Be aware of how close you are to them, as too close or too far may cause unintended escalation. Watch your body positioning and “language” (not getting in their face or personal space). When speaking to the student use a lower volume and slower cadence, as well as being careful not to be condescending or sarcastic. Acknowledge the student is anxious or having a problem, offer your assistance. Model appropriate behavior, adopt a supportive attitude. Gather information through non-evasive questions. Realize that this is the best time to isolate the student to offer support.

II. Defensive Stage: Moving beyond a stage of anxiety, the student is observed to act-out verbally. For example a student may begin yelling, using profanity, making inappropriate and disrespectful comments, make threats to do harm to self or other(s), or otherwise challenge an authority figure.

Recommended Response: Be Directive. Stay calm and be “unimpressed” at the use of language or tone. Avoid being pulled into a “power-struggle” and arguing with the student. Always give a student a choice or “way out” by offering appropriate alternatives. Calmly communicate consequence for continued negative behavior and follow through promptly.

3. Describe the district positive school wide support programs. 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" 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.) 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.

4. Describe the district school-based behavior health services. To begin the 2023-24 School Year, the Cambria Heights School District utilized grant monies to secure a 5 Day a Week Behavioral Therapist stationed on the MS/HS Campus, and a 2 Day a Week Social Worker on the Elementary Campus for any District Student to access. R.E.A.C.H. Counseling (Cambria County R.I.S.E. Project)

*Starting in the 2022-2023 school year, students on Cambria Heights' secondary campus (grades 6-12) have had access to services from a Professional Master's Level Counselor from R.E.A.C.H., Inc. (Reaching Educational Achievements with Clinical Mental Health) at no cost, sponsored by the Cambria County Drug and Alcohol Program's R.I.S.E. Project. For more information, visit the R.E.A.C.H. counseling website at www.reachschoolmentalhealth.com or the Cambria Heights R.E.A.C.H. webpage at <https://www.chsd1.org/Page/4997>.

This has increased the District's capacity to further support Students adding to existing / 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 receives 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 Cambria Heights School District relies on a variety of resources to meet the psychological counseling needs of all student in the LEA. Resources have included the use of qualified school personnel such as school counselors, school nurses, the district emotional support teacher, school social worker, and the school psychologist. Typically our district utilizes "in-house" specialists (e.g., Guidance Counselors, Emotional Support Teacher, School Psychologist, Parents of student with a disability) and other local specialists (e.g., Autistic Support Teacher, School Social Worker, IU08 Specialists and Consultants, and Agency Specialists) to provide professional development to district personnel. Updated training resources from PaTTAN are maintained by the School Psychologist and Director of Special Education. Trainings are announced to staff, and funds allocated for staff to attend trainings provided through IU08, PaTTAN, etc. As part of our MTSS and instruction efforts, positive behavioral interventions at Tier I-III have been evaluated and revised to bring more supports to district students (with and without documented disabilities) in need. This initiative was headed by the Early Intervening Teacher/Coordinator, School Psychologist, Superintendent, and Director of Special Education.

The district continues to be open to school consultation among outside support providers as many students receives 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.

5. Describe the district restraint procedure. The Cambria Heights School District has updated Restraint Information System Collection (RISC) Reporting * Within the PA Integrated Monitoring System Site under Bureau of Special Education & RISC – Restraint Reporting Tabs (https://www.leaderservices.com/_risc/app/lea/index.aspx)

CHSD has also updated procedures defined in the July 2023 Publication: Restraint Information System of Collection (RISC) Program Guidelines (<https://apps.leaderservices.com/risc>). The RISC program is a web-based program utilized by CHSD to report restraints. LEAs are required to report any school-aged students with an IEP who are restrained into the RISC program. BSE actively monitors the RISC database.

The purpose of the RISC program is: To provide CHSD continuous data on restraints of their students with IEPs to help LEAs evaluate their behavior support systems and support on least restrictive environment (LRE); To provide data for CHSD to determine if intervention systems, such as the Schoolwide Behavior Support, is helping to decrease restraints within their schools.

Restraint Reporting: CHSD has established board policy on positive behavior supports and use of restraint. Further, CHSD has established internal procedures that outline who is responsible for reporting restraints, notifying key administrators regarding the use of a restraint, and entering restraints into BSE's RISC system. CHSD is also required to report restraints in BSE's RISC system in a timely manner as outlined in quarterly notices distributed to the field. Reporting restraints on a monthly basis is considered best practice and quarterly reporting is required to meet compliance.

Reporting requirements also include: CHSD must report 0 if no restraints occurred during the designated restraint quarter. Restraint reports must be completed for the previous school year by the end of July of that calendar year. Restraints conducted during Extended School Year (ESY) are to be reported by the end of August. CHSD must report to BSE when a restraint results in a serious injury to a student and/or staff person. A serious injury is considered any injury that requires medical attention outside the school where the incident occurred. E-mail notifications are to be sent within 24 hours to RA-EDRISC@pa.gov. This information will be communicated to the BSE Director who will determine if follow-up or investigation is warranted.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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.

The Cambria Heights School District has updated Intensive Inter-Agency Reporting * Within the PA Integrated Monitoring System Site under Bureau of Special Education & SES Home Tabs
https://www.leaderservices.com/seshomeNET/app/lea/student_index_tap.aspx

Administrative and Team Review of Cambria Heights School District SES data on the PDE Special Education Students @ Home Reporting System Site does not indicate difficulty providing a free and appropriate public education for students with disabilities at this time.

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 help students and their families. Mental health and/or issues outside of the school environment strongly impact the students' ability to access in 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.

In the event an IEP Team would accommodate a District student for Homebound Instruction (temporary Medical) or place a student in Instruction Conducted in the Student's Home to accommodate a significant need / situation, the Cambria Heights School District would promptly complete a submission (Homebound or Intensive Inter-Agency Reporting Option) on the PA Integrated Monitoring System site (pdeims.com).

Areas to be documented include: Type of Instruction, Appropriate Form Dates, IEP Date, Student Information, Statement of Reason, Anticipated and concludes with the documentation and submission of Actual Length of Placement and Student Return.

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.

Special Education Program Profile

- Program Position #1

Operator:

School District

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	6 to 9	18	0.4
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		
Supplemental (< 80% > 20%)	Learning Support	6 to 9	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		
Full-Time Sp. Education	Learning Support	6 to 9	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator:

School District

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	7 to 8	10	0.4
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		
Supplemental (< 80% > 20%)	Learning Support	7 to 8	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		
Full-Time Sp. Education	Learning Support	7 to 8	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator:

School District

Program Details –

PROGRAM INFORMATION

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	8 to 10	16	0.4
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		
Supplemental (< 80% > 20%)	Learning Support	8 to 10	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		

Full-Time Sp. Education	Learning Support	8 to 10	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator:

School District

Program Details –

PROGRAM INFORMATION

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	10 to 12	16	0.4
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		

Supplemental (< 80% > 20%)	Learning Support	10 to 12	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		

Full-Time Sp. Education	Learning Support	10 to 12	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator:

School District

Program Details –

PROGRAM INFORMATION

Type:

Position

<i>Level of Support FTE</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload</i>	
Itinerant	Autistic Support	6 to 11	9	0.50
<i>Justification: The teacher does not provide instruction or supports to students outside of appropriate age-range during any time period.</i>				
<i>Location 1</i>	Grade	Building Type		

CH Elementary	Elementary School Building	A building in which General Education programs are operated		
Supplemental (< 80% > 20%)	Autistic Support	9 to 11	2	0.25
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		
Full-Time Sp. Education	Autistic Support	9 to 11	2	0.25
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator:

School District

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Emotional Support	7 to 9	5	0.2
<i>Location 1</i>	Grade	Building Type		
CH Elementary	Elementary School Building	A building in which General Education programs are operated		
Itinerant	Emotional Support	12 to 14	4	0.2
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building	A building in which General Education programs are operated		
Itinerant	Autistic Support	13 to 14	1	0.2
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building	A building in which General Education programs are operated		
Itinerant	Emotional Support	14 to 17	6	0.2
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		
Itinerant	Autistic Support	19 to 20	2	0.2
<i>Location 1</i>	Grade	Building Type		

CH High School Senior High Building A building in which General
Education programs are operated

Program Position #7

Operator:

School District

Program Details –

PROGRAM INFORMATION

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Speech Language Support	5 to 11	55	1.0

Justification: Students receive services individually, in their classroom, or in small groups with peers of similar ages.

<i>Location 1</i>	<i>Grade</i>	<i>Building Type</i>
CH Elementary School	Elementary School Building	A building in which General Education programs are operated

Program Position #8

Operator:

Intermediate Unit

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.1

<i>Location 1</i>	<i>Grade</i>	<i>Building Type</i>
CH Middle School	Middle School Building	A building in which General Education programs are operated

Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.02
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<i>Location 1</i>	<i>Grade</i>	<i>Building Type</i>
CH High School	Senior High Building	A building in which General Education programs are operated

Program Position #9

Operator:

Intermediate Unit

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>
Full-Time Sp. Education	Multiple Disabilities Support	5 to 10	4

Justification: Student IEP reflects consent to age-range variance.

<i>Location 1</i>	<i>Grade</i>	<i>Building Type</i>
CH Elementary School	Elementary School Building	A building in which General Education programs are operated

Program Position #10

Operator:

Intermediate Unit

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>
Itinerant	Deaf and Hearing Impaired Support	10 to 10	1

<i>Location 1</i>	<i>Grade</i>	<i>Building Type</i>
CH High School	Senior High Building	A building in which General Education programs are operated

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>
Itinerant	Deaf and Hearing Impaired Support	7 to 7	1

<i>Location 1</i>	<i>Grade</i>	<i>Building Type</i>
CH Elementary School	Elementary School Building	A building in which General Education programs are operated

Program Position #11

Operator:

School District

Program Details –

PROGRAM INFORMATION

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>
Itinerant	Speech Language Support	6 to 7	3

<i>Location 1</i>	<i>Grade</i>	<i>Building Type</i>

CH Elementary School	Elementary School Building	A building in which General Education programs are operated			
Itinerant	Speech Language Support	11 to 14	15	0.3	
<i>Location 1</i>	Grade	Building Type			
CH Middle School	Middle School Building A	A building in which General Education programs are operated			
Itinerant	Speech Language Support	15 to 18	3	0.1	
<i>Location 1</i>	Grade	Building Type			
CH High School	Senior High Building	A building in which General Education programs are operated			

Program Position #12

Operator:

School District

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	11 to 13	15	0.4
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building A	A building in which General Education programs are operated		
Supplemental (<80% >20%)	Learning Support	11 to 13	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building A	A building in which General Education programs are operated		
Full-Time Sp. Education	Learning Support	11 to 13	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building A	A building in which General Education programs are operated		

Program Position #13

Operator:

School District

Program Details –

PROGRAM INFORMATION

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	11 to 13	7	0.4
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building A building in which General Education programs are operated			
Supplemental (<80% >20%)	Learning Support	12 to 14	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building A building in which General Education programs are operated			
Full-Time Sp. Education	Learning Support	12 to 14	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building A building in which General Education programs are operated			

Program Position #14

Operator:

School District

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	13 to 15	9	0.4
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building A building in which General Education programs are operated			
Supplemental (<80% >20%)	Learning Support	13 to 15	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building A building in which General Education programs are operated			
Full-Time Sp. Education	Learning Support	13 to 15	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH Middle School	Middle School Building A building in which General Education programs are operated			

Program Position #15

Operator:

School District

Program Details –

PROGRAM INFORMATION

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Supplemental (<80% >20%)	Learning Support	6 to 9	4	0.5
<i>Location 1</i>	Grade	Building Type		
CH Elementary School	Elementary School Building	A building in which General Education programs are operated		
Full-Time Sp. Education	Learning Support	6 to 9	2	0.5
<i>Location 1</i>	Grade	Building Type		
CH Elementary School	Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator:

School District

Program Details –

PROGRAM INFORMATION

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	14 to 18	10	0.4
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		
Supplemental (<80%>20%)	Learning Support	14 to 18	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		
Full-Time Sp. Education	Learning Support	14 to 18	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		

Program Position #17

Operator:

School District

Program Details –

PROGRAM INFORMATION

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	14 to 18	12	0.4
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		
Supplemental (<80%>20%)	Learning Support	14 to 18	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		
Full-Time Sp. Education	Learning Support	14 to 18	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		

Program Position #18

Operator:

School District

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

<i>Level of Support</i>	<i>Type of Support</i>	<i>Age Range</i>	<i>Caseload FTE</i>	
Itinerant	Learning Support	15 to 19	12	0.4
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		
Supplemental (<80%>20%)	Learning Support	15 to 18	8	0.4
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		
Full-Time Sp. Education	Learning Support	15 to 18	2	0.2
<i>Location 1</i>	Grade	Building Type		
CH High School	Senior High Building	A building in which General Education programs are operated		

Program Position #19

Operator:

School District

Program Details –

PROGRAM INFORMATION

Details have not been provided.

PROGRAM SEGMENTS

Level of Support	Type of Support	Age Range	Caseload FTE
Itinerant	Learning Support	14 to 17	7
<i>Location 1</i>	Grade	Building Type	
CH High School	Senior High Building	A building in which General Education programs are operated	
Supplemental (<80%>20%)	Learning Support	14 to 17	8
<i>Location 1</i>	Grade	Building Type	
CH High School	Senior High Building	A building in which General Education programs are operated	
Full-Time Sp. Education	Learning Support	14 to 17	2
<i>Location 1</i>	Grade	Building Type	
CH High School	Senior High Building	A building in which General Education programs are operated	

Special Education Support Services

- Title
- Location
- Teacher FTE
- Classroom Paraeducators (2)
 - Location:
 - Cambria Heights High School
 - Teacher Full Time Equivalent:
 - 2
- Paraeducator Personal-Care
 - Location:

Cambria Heights Middle School

Teacher Full Time Equivalent:

1

- Paraeducator Personal-Care

Location:

Cambria Heights High School

Teacher Full Time Equivalent:

1

- Paraeducators Classroom (3)

Location:

Cambria Heights Middle School

Teacher Full Time Equivalent:

3

- Paraeducators Classroom (4)

Location:

Cambria Heights Elementary School

Teacher Full Time Equivalent:

4

- Paraeducators Personal-Care (4)

Location:

Cambria Heights Elementary School

Teacher Full Time Equivalent:

4

- School Psychologist

Location:

All Buildings

Teacher Full Time Equivalent:

1

- Special Education Director / Transition Coordinator

Location:

All Buildings

Teacher Full Time Equivalent:

1

Special Education Contracted Services

- Title

- Operator

- Total Time

- Intensive Interagency Coordination

Operator:

Intermediate Unit

Amount of Time per Week:

0.25 Hours

- Occupational Therapist

Operator:

Outside Contractor

Amount of Time per Week:

3 Days

- Occupational Therapist (Act 30)

Operator:

Intermediate Unit

Amount of Time per Week:

1 Hour

- Physical Therapist

Operator:

Outside Contractor

Amount of Time per Week:

4 Hours

- Social Worker

Operator:

Intermediate Unit

Amount of Time per Week:

1 Hour

- Transition Planning Services

Operator:

Intermediate Unit

Amount of Time per Week:

0.25 Hours

- Vocational Education (Admiral Peary Vo-Tech)

Operator:

Area Vocational Technical Schools

Amount of Time per Week:

5 Days