

Quaker Valley SD
Special Education Plan Report
07/01/2019 - 06/30/2022

District Profile

Demographics

100 Leetsdale Industrial Drive
 Leetsdale, PA 15056-
 412-749-3600
 Superintendent: Tammy Andreyko
 Director of Special Education: Sally Hoover

Planning Committee

Name	Role
Sally Hoover	Administrator : Professional Education Special Education
J. David Robertson	High School Teacher - Regular Education : Special Education
Jessica Garavalia	High School Teacher - Special Education : Special Education
Holly Maust	Parent : Special Education
Claudia Scanlon	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 262

Identification Method

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

The district employs a discrepancy method for identifying SLD. The district uses a Multi-Tiered System of Support (MTSS) approach that includes data team meetings and universal screenings to help create interventions and progress monitoring for struggling learners but has not applied to be an MTSS-approved district in its special education plan. The discrepancy analysis model uses a linear regression formula for the determination of a statistically significant discrepancy. This method takes into account each child's cognitive and academic achievement scores as the analysis is individualized and conducted separately for each student evaluated for possible SLD. In addition to formalized testing, curricular measures are examined as well as the criteria set forth by the Dept. of Education relative to its inclusionary and exclusionary considerations.

Enrollment

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

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

The disability area showing a 10% discrepancy below the state average is Specific Learning Disability. The district is currently at 31% compared to the state average of 41%. The district has been at 35% for the prior three years. The district's use of an MTSS problem-solving approach has help to lessen dependence on specially designed instruction as the sole avenue of help. Both Title 1 reading support and differentiated instruction in the classroom have been helpful for student intervention. Additionally, the district has created a position of a math interventionist for the elementary buildings which allows for small group support.

No other disability areas reflect a 10% deviation from state averages. Disabilities of Hearing Impairment incl Deafness, Intellectual Disabilities, Multiple Disabilities, Orthopedic Impairments, Traumatic Brain Injury and Visual Impairment incl Blindness do not register as a percentage which is a reflection of the small size of the district. Total enrollment has ranged from 1,917 students to 1,982 students with current registration at 1,954. In reviewing past years of data from the 08-09

year to present, this has also been the case for these particular low incident disabilities. Other areas of disability may fall over or under state averages but none that reach 10% or more.

QVSD employs a comprehensive, "best practices" approach to the identification of disabilities in students such that all resulting disability diagnoses made by the District are accurately derived from data. Our process uses problem solving and interventions via an MTSS team structure as the first step. When evaluations become indicated, it is with appropriate permission and comprehensive data gathering. Processes are followed with fidelity to ensure consistency, and the discrepancy model is applied appropriately. Higher or lower rates of identification are not reflective of procedural concerns. Our intervention teams and delivery of excellent school psychology services are strengths of the district. Apart from district practices, however, we also strive to work with Early Intervention and outside providers when students enter the district already diagnosed or with a history of service. The district recognizes the importance of continuity of programming and will ensure that a student is appropriately serviced.

Non-Resident Students Oversight

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

At this time, QVSD is not a host district; there are no facilities in the district that would serve non-resident students. Accordingly then, there are no current barriers the district encounters.

If QVSD were a host district, concerns about FAPE and LRE would be discussed by the IEP team as they considered strengths and needs in designing a program to help a student make meaningful gains. QVSD would seek input and collaboration with home districts as well as use the AIU3 as necessary to support a transition into services. Any additional agency supports attached to a student would also be incorporated.

Incarcerated Students Oversight

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

At this time QVSD does not have incarcerated students eligible for special education. If so indicated, QVSD would share communication with the involved LEA about the process of Child Find and the district's obligation therein to provide FAPE. As needed, permission, procedural safeguards, evaluation and potential IEP processes would be reviewed with the agency and implemented as needed. If needed, the district would use the support and guidance of the Allegheny Intermediate Unit in this process.

Least Restrictive Environment

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

#1.

The first step in QVSD's process for struggling learners is to use a Multi-Tiered System of Support (MTSS) approach for problem-solving. The MTSS team manages grade level data from universal screenings that help to differentiate grade level concerns from student concerns. To the extent that a concern is grade- or class-wide, interventions are then designed for a curricular solution. Once the macro level has been addressed, the team then focuses on individual students who have not been sufficiently helped by an overall intervention. A student's performance is reviewed by the team, goals are set, and interventions developed. The team reconvenes at a later date to see what progress has been made based on the data reporting. Students who continue to struggle are ultimately then referred for an evaluation to consider if a disability is present and if that warrants specially designed instruction.

Once a student has been identified as a student with a disability, FAPE and LRE concerns are addressed through IEP team discussion of the student's strengths and needs, and by designing a

program to help the student make meaningful gains. All students begin in the least restrictive, general education environment for both electives and core academics as the starting point and move into more restrictive placements if deemed necessary by the IEP team based on data review and student performance. In QV Middle and QV High Schools, students have either a tutorial or study hall period in which they can receive additional support from a special education teacher. The district has team-taught classes whereby a regular and special educator co-teach. Special educators have been previously trained in the SAS Toolkit to better understand the use of supplementary aids and services and there is ongoing consultation between the teaching teams. Additionally, there is paraprofessional support available at the class level as well as the individual student level. The district employs 33 paraprofessionals. These supports are designed to help implement strategies that enable students with disabilities to progress meaningfully in the general education environment. The vast majority of paraprofessionals in the district are already teacher certified when they are hired and participate in either Act 48 or the required 20 hrs. per year of instruction. Paraprofessionals are provided by the district a 24/7 subscription to The Master Teacher and also through local trainings offered by AIU 3 and PaTTAN.

The most current posting of the 16-17 yr Penn Data report indicates that 65% of students are in general education 80% or more of their day, above the SPP target and above the state rate of 63%. Longitudinal district data from the 13-14 school year to present show that QVSD has averaged 68% of its students being included for 80% or more of their day. Further, data show that the district has not increased, and currently, has decreased its percentage of students placed out of the district receiving services. Currently, the district has 2.2% of its special education students in outside placements. There is one student currently phasing back with two days in the district and three in the outside placement with a plan to be five days in the district after spring break. The District has been successfully returning students to our home schools from out-of-district placements. Last year, a student was successfully brought back full-time with us. This data reflects the district's long-standing and strong commitment to inclusive practices and having children included with non-disabled peers. Regular educators have grown considerably because of these efforts as have all students. Principals are invested in our special needs students and support and monitor such implementation by their full participation in IEP Meetings. Additionally, principals know their students and understand their disability conditions. The regular education environment, as default, is altered only by IEP Team decision, and significant alterations are considered serious and are an unusual occurrence.

#2

QVSD takes advantage of trainings from the AIU and PaTTAN as well as using other consultants to provide program support. The district has had both regular and special educators participate in the AIU's Reading Achievement Center to ensure that best literacy practices are being used. The district has also purchased the "Foundations Curriculum", a Wilson curriculum emphasizing phonemic awareness and reading subskills, for K-1 use and special educators as well as reading specialists have their own classroom kits for additional teaching. Special educators also have additional resources to support students with needs beyond K-1. Professional development was inclusive of all literacy teachers, both regular and special. Other supports in literacy that are used by special educators include Wilson's "Just Words" program, Fountas & Pinnell support materials, and the PCI Reading program, a research-based program specifically designed for students with autism and

other significant disabilities that result in lower functioning. These supports have included professional development training that was brought into the buildings for staff, inclusively. In math content, the district has engaged Dr. Diane Briars, past president of the National Council of Teachers of Mathematics, to help lead a re-configuration of 6-12 math pathways and instructional practices. As co-teachers in math, special educators have been very involved in this work. The district continues its ongoing work of nine years in PBIS having used AIU leadership for this initiative. The district was assigned a new consultant from the IU this year and the work is carrying on seamlessly! The district's elementary buildings and Middle School have achieved fidelity and have been recognized as Model Schools by the PA PBIS network. In our work with autism, the district engages the services of DT Watson's consulting staff for in-house, classroom-based work with our teachers and students. Additionally, the AIU's support, specifically, Michelle Lubetsky, has supported QV several times with trainings both at the IU as well as at our building level. As described previously, the district has a robust MTSS process involving building teams to review data and proceed from data to classroom to student concerns. This initiative is also long-standing in the district, 11 years, and is coordinated through the district's school psychologist, building counselors and principals. Team members take AIU training on MTSS periodically to ensure current skills.

With the help of technology, the district has been able to create situations for student to either remain in the building or return from cyber or charter programs. Students can receive online instruction while being present in the building. This allows for individualization and instruction that is appropriate to their skill level and pacing needs. The district monitors and makes efforts to bring students back from other online programs; this type of customization has been beneficial to students. Most often, courses are purchased through the AIU's Waterfront Learning and monitored by the assistant high school principal who coordinates the program, district-wide, including adaptations and accommodations for special needs learners. IEP's are shared with online teachers in order to have goals and specially designed instruction made known and district special educator case managers communicate with online teachers.

Apart from academic and behavioral supports, the district has created two high school classes entitled Partners (Physical Education) PE and Partners Music. These classes recognize that students with physical or cognitive disabilities benefit from partnering with typical peers. The focus of this course will be on developing individual skills and musicianship through collaborative activities. Course content will include basic piano skills, singing, group performance, and learning music through movement (eurhythmics), along with other aspects of general music. Emphasis is on age-appropriate musicianship/aesthetic response to music. Similarly, in PE, students with special needs are paired with typical partners to support development of game skills, understanding of games, participation and further motor development and fitness. It should be noted that these two Partner Classes are in addition to having students included in "regular" electives of music, PE and other offerings.

This mirrors the formation of two Best Buddies chapters at QV Middle School and QV High School. The High School program has been in existence for three years and the Middle School program is in its inaugural year. The district currently has more volunteer buddies than needs at this time! This program has been instrumental in supporting students in off-campus, social venues but also with school dances, prom, working the food stand at football games, and accompanying students on field trips such as the Winter Celebration, a showing of "Mary Poppins," and Thanksgiving Feast for all K-

12 students in our life skills programs. The district is currently working with DT Watson to expand the use of our district Buddies to help support students attending DT Watson.

To support Workforce Innovation and Opportunity Act (WIOA) efforts with transition age students for post-secondary life, the district engages regularly with our Office of Vocational Rehabilitation (OVR) counselor and their new Pre-Employment Transition Services (PETS). The district has received on-site trainings from these OVR staff members to help inform our transition work with families. In an effort to align new CEW (Career and Education Work) Standards with transition requirements and WIOA principles, a team consisting of the special education department chairperson, counseling chairperson, and the district's career education coordinator attended a PaTTAN training this year. Other supports for transition efforts include Quaker Valley bussing students to Community College Allegheny College's (CCAC) "Promoting Academic Success" Program, designed as a one credit course for students with disabilities to "try" a college class; touring students to local colleges and universities including Penn State Beaver, Robert Morris University and CCAC and meeting with their Office of Disability Support; and touring students to Manchester-Bidwell Training Program. The district purchased the Practical Assessment Exploration System (PAES) to promote in-house vocational training efforts prior to students participating in off-campus program such as Goodwill, McGuire Employment Training Center, or Giant Eagle later in their high school program. The Quaker Valley community also offers us a rich partnership that enhances our transition work with students. The community has a consortium of local businesses, stores, shops and non-profits that meet regularly in an effort to support one another. QV's Career Education Coordinator is a regular member of the consortium and is often able to help secure work training experiences for our students with our local partners.

At an in-house level, QVSD is a district rich in human resources that support our special educators and our students. In addition to a strong paraprofessional presence, the district continues to having an RN in every building which is most helpful for our medically complex students with special needs, along with one or more school counselors in every building, a variety of interns in teaching, counseling and school psychology, and a Community Youth Worker (CYW). The CYW is an instrumental link between school and home, often supplying everything from missing forms to finding scholarships/underwriters in order for our students to participate in community lessons and programs. These individuals combine as a team to provides comprehensive support to our special needs learners to help ensure social, academic, behavioral and emotional success in general education.

#3

Quaker Valley has a strong and historical commitment to having students in neighborhood buildings, with typical peers and using supplemental aids and supports to facilitate learning. Teams begin at the point of inclusion in regular education classes and move through the continuum only with team discussion based upon student need. Following determination of student eligibility, the IEP Team meets to craft the IEP, considering what types of support and supplemental services are needed to facilitate learning in the least restrictive environment, given the student's strengths and needs. In the MS and HS many classes are co-taught with a special educator while in the upper elementary, there are some but fewer than in the secondary level. There is also class-wide paraprofessional support available and these configurations are critical to the discussion of how best to place students for support. When necessary, the IEP Team moves to the next step in the continuum of

placement options. For those students who require more intensive support or skill building, the team considers direct instruction inside the resource room and way to blend, where possible, with regular education. Math and ELA blocks may permit a blending of time such that students are able to participate in instruction with their typical peers in the regular education setting and then move to a resource room for skill work. Students who may require support in one or more academic areas may warrant more time at a supplemental level in the resource room. These levels and consideration of need are the province of the IEP Team and it is in that forum that consensus is achieved on what the student's day should look like. Presently, all but one student receives itinerant or supplemental level support. Teams begin discussion at the Itinerant Level of support and when needed, the team would then discuss moving to supplemental level of support, should a more restrictive environment be warranted. Inside the learning support resource room setting, all teachers are appropriately certificated and highly qualified. Within those settings, IEP Teams continue to discuss and consider supplementary aids and services that are needed to benefit the student, along with other various adaptations and modifications. IEP teams move to discussion of the most restrictive placement, an off-campus program, only after considerable time, resources and interventions have been documented to be insufficient and thus, exhausted, for the student. This is regarded by the district as a most significant event and the district has a history of making every effort to keep our students in our buildings before making such a move. When these situations are presenting themselves, IEP Teams are communicating numerous times to review and discuss and stay current. Parents, as IEP Team members, are always part of such discussions and updates, as teams recognize that we do not operate without parents and their staying current is critical. When such a decision is reached as the best next step for a student, the district then secures information about placement options. Information is shared with the parent and prospective tours are established where the Director of Pupil Services attends with the parent, if so desired. Because this process is regarded as unusual, important, and intense, the district has a small number of students removed from neighborhood schools. Currently, nine students are placed out with two of those nine students in half-time programs. One student is in the process of phasing back to QV two days per week; the other student is half-time in the placement and half-time in a career and technical education training center. For students in outside placements, QV remains involved as both the Director of Pupil Services and the classroom special educator attend all meetings at the site. This maintains continuity with our parents and aids the transition process. Students who ultimately age out of programming will be able to receive a QV High School Diploma and can elect to participate in the district's graduation ceremony. It should be noted that some placements have occurred via transfer from Early Intervention DART programs to school-age as well as students who transferred into QVSD from other districts. QVSD has two students in placements that carried over from Early Intervention; two students who transferred into QVSD from other districts, already being in placement; and five students who were in the district and then placed only after IEP teams exhausted district resources in the neighborhood schools.

Behavior Support Services

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

QVSD is currently in year nine of the School-Wide Positive Behavior Support Initiative. Both elementary schools and the middle school have been awarded Model School Status by the PA program. The Middle School has presented at the statewide conference having been selected for the student videos they produced to promote positive behaviors. Additionally, the middle school was previously awarded a grant to serve as a model site visitation program. Both Osborne Elementary and Edgeworth Elementary schools have been previously recognized at the state level for presenting all Three Tiers with Fidelity. Teams have been trained in Tier I universal expectations, lessons and acknowledgment systems as well as Tier II interventions such as Check In/Check Out System. At the elementary buildings, a designated staff serves as the Check-In person while a second staff is the Check-Out person. At the MS, students help to shape how they wish to have their Check In/Check out configured. Building core teams for both Tier I and II continue to meet regularly, and meet with our AIU external coach for working with the year-end surveys, rating scales, Benchmarks of Quality, and resulting action planning sessions that arise from staff feedback on the ratings. The next level of training within the system will address Check-n-Connect as more intense level of Tier II intervention with students. The elementary schools and MS have acknowledgment systems in place along with core lessons and expectations. Osborne uses DREAM cards as their acknowledgement system while Edgeworth Elementary uses Bee Cards and QV MS uses QV Bucks as their tool. Within the district, the Director of Pupil Services and the School Psychologist/Assistant to the Director function as district level coaches. Additionally, the district uses EdInsight, the data storage system, as a way to store major and minor office discipline reports. These data are examined by monthly team meetings in order to better understand building level needs and direct resources accordingly. The district previously used SWIS which is part of the PBIS suite of tools but was able to save cost and use Edinsight starting with the 18-19 school year.

As part of the district's effort to support positive behavior with our students, other in-house supports are also provided to students in the way of counseling supports. Counselors offer a variety of groups such as Families in Separate Homes (FISH), Remote Control for anger management, and social skill lunch bunches. Counselors also have students they see on a weekly basis in a 1:1 format for more intense support. The district's two elementary schools are also using Zones of Regulation as a tool to teach emotional identification and regulation skills to young students. For those students who need more intense instruction, the psychologists and the psychology intern conduct either small groups or individual sessions. The district's paraprofessionals are instrumental in helping to generalize skills, prompting for practice throughout the week as they are consistently supporting students in their classrooms. The district is not alone in seeing increased mental health needs among our students and these varied supports help students to maintain during their school day and

benefit from being with typical peers. The district's schools have created sensory rooms as well as meditation rooms, meant to be places for a student to have a brief break to use self-calming strategies. These rooms are available for any and all students that need it, and help to normalize coping such that students with disabilities can see friends and peers also using it. The district's paraprofessionals were trained by Holy Family in Mental Health First Aid this year and during the 17-18 school year, the district focused on understanding trauma and implications for students and learning. In-service sessions were held across the district and throughout the year, and the year was kicked off with Dr. Anthony Mannarino from the Center for Traumatic Stress addressing the district at our back-to-school Opening Day program. The district also conducts suicide awareness and prevention training with all staff and with students, grade 6-12. District counselors, principals and psychologists are knowledgeable about ReSOLVE at the Allegheny County level for crisis support. The district also provides for child abuse training in accordance with the required hours, as per PDE. For additional in-district support, the use of Holy Family Outpatient Counseling on our campuses has proven invaluable. It affords families the privacy of counseling, as it runs through the family's insurance provider while providing the convenience of scheduling since it occurs in our buildings. We are also able to have a match, if needed, for female or male therapist as Holy Family provides two therapists for our district.

In addition to the district's long-standing work with PBIS and other in-house interventions, buildings also have a direct teaching approach whereby counselors instruct directly in classrooms on personal-social behaviors. The counselor's work is reflected in the Elementary Curriculum Guide https://www.qvsd.org/apps/pages/index.jsp?uREC_ID=1240336&type=d&pREC_ID=1469373 The district uses this social-emotional learning approach to character development as a means to help prevent bullying. This approach focuses not only on bullying, per se, but on skill building and broader understanding of self and others. This is a developmental approach that corresponds to students as they matriculate through elementary school and into the secondary level. When reporting is necessary, however, there is a Bullying Report Form on each school's webpage. This allows for reporting to happen electronically, and feel safer for some students, so that the counselor and principal are alerted to problems. Additionally, QVSD operates "QV Text-A-Tip" which is another vehicle for safely reporting concerns. All schools in PA, including QV, have now instituted the "Safe to Say Something" initiative, as well. At the Board level, the district has a specific Bullying policy, <https://www.boarddocs.com/pa/qvsd/Board.nsf/goto?open&id=AFLJYC4F4F50> as well as a specific Behavior Support Policy, <https://www.boarddocs.com/pa/qvsd/Board.nsf/vpublic?open#> which recognizes three levels of need and action. QVSD has Student Assistance Programming (SAP) at the secondary level that operates in conjunction with Holy Family to include a mental health clinician as part of the team. SAP works on both mental health concerns from the school team and/or parent as well as drug/alcohol concerns. Parents are critical members of SAP and their involvement and permission is required for services for be initiated. In the elementary schools, a robust MTSS program includes social/behavioral/emotional concerns as part of the referring concerns. The High School level also supports a 9th grade team which is designed to support those new 9th graders deemed at-risk who need regular education supports as part of their transition into high school. As part of the HS program, our School Resource Officer has instituted a Peer Jury in which students are trained and serve as jurors. For students with low-level offenses, rather than using the local magistrate or punitive measures such as detention or suspension, students present to the Peer Jury

and their peers help to decide what measures will be most helpful and corrective for the presenting concern. Quaker Valley is fortunate to be so well staffed with a psychologist, a contracted psychologist and one-two doctoral level psychology interns. As members of SAP and MTSS, these supports often permit quick access for screening to aide in information gathering and the determination of what level of supports are indicated.

Apart from the in-house resources of the district, QVSD also has a contract with Holy Family Outpatient Services for on-site, private mental health counseling services that run through a family's insurance and/or Medical Assistance coverage. All four Quaker Valley buildings have an approved agreement via Allegheny County Office of Behavioral Health to serve as outpatient satellite centers in order to have students access counseling and eliminate barriers. These services are available at all age levels and carry on for 12 months so that students do not lose support over the summer months. Our district also utilizes County Level Liaison services from the Office of Behavioral Health, Child/Adolescent Division, to help with more urgent needs or agency linkages. In this regard, our Liaison has helped create a service plan for families, support adolescent housing needs, assisted with inter-agency help across agencies (i.e., HSAO and CYF) and initiated services for students of age for consent for mental health treatment. The provision of crisis training and crisis management for the district is delivered by the Comprehensive Crisis Management (CCM) protocol. The district has three in-house trainers who are yearly updated in their training by Western Psychiatric Institute & Clinic (WPIC) as WPIC is the trainer for CCM. These trainers, in turn, train building staff in the protocol which emphasizes anxiety recognition and de-escalation, use of verbal and nonverbal cues, proximity and body positioning and understanding trauma as central ingredients to understanding a crisis. The protocol also provides training in holds and restraints, as well, should that level ever be necessary for a student. Importantly, the district's behavior support policy states the following limitations:

Level III interventions are for crisis management. Such interventions shall cause the IEP team to meet to formally add procedures to the student's IEP. This level of intervention is very restrictive in nature and may modify the student's rights during implementation. Level III interventions may be used only after Level II interventions have proved ineffective. Interventions used at this level focus specifically on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II.

Only those staff persons who have received proper training and have demonstrated proficiency may apply these strategies.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be less effective. The use of restraints may not be included in the IEP, employed as punishment for the convenience of staff, or used as a substitute for an educational program. The use of prone restraints is prohibited in PA educational settings.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control when due to organic causes or conditions, may be employed only when specified in the IEP as

determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others and should not prevent normative body positioning and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and may not be used in the district's special education program:

- 1. Corporal punishment*
- 2. Punishment for a manifestation of a student's disability*
- 3. Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit*
- 4. Noxious substances*
- 5. Deprivation of basic human rights, such as withholding meals, water or fresh air*
- 6. Suspensions constituting a pattern relating to disciplinary placement*
- 7. Treatment of a demeaning nature*
- 8. Electric shock*
- 9. Methods implemented by untrained personnel*
- 10. Methods which have not been outlined in the district's plan*

For students with IEP's who show significant behavioral needs, the IEP Team has procedures to guide the team including conducting an informal or formal level of Functional Behavior Assessment (FBA), which in turn, is used to create a Positive Behavior Support Plan. Teachers and psychologists have resources from PaTTAN including the Initial Line of Inquiry along with the FBA interview and PBSP model. If crisis intervention and restraint is used with a special education student, reporting procedures are followed. The director of pupil services is notified and the fields of information are gathered. Data is then entered into the state reporting system (RISC) by the director.

At a broader community level of support, Quaker Valley relies on our Community Youth Worker (CYW) and community partners including Laughlin Children's Center and the Sewickley YMCA. The CYW is an essential link between home and school, and also helps to link our students to community supports, including helping students get scholarshipped into a YMCA membership or behavioral services through the Laughlin Children's Center, and helps to drive parents to critical appointments such as helping to secure family mental health services. The YMCA operates an after school "Oasis" program designed a place for Middle School students to gather together to avoid trouble in the community. They can play basketball, play video games, have snacks, get homework help, or simply hang out together. Our CYW is part of the Oasis program and helps to mentor students and work with their families. This is an often a time for individual conversations between students and our CYW. Our linkages to community resources are invaluable for us and go a long way to establishing supports both in and out of the school house.

222.01 Behavior Support

Purpose

The Quaker Valley Board of School Directors must ensure that all district students are educated in settings free from restrictions or injuries caused by the challenging behaviors of other students. At the same time the board recognizes that every special education student in the district is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Any student with disabilities who has an Individualized Education Program (IEP) and exhibits significant behaviors that interfere with appropriate functioning within educational settings must have a plan for behavior support included in the IEP.

Positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's or young child's opportunity for learning and self-fulfillment. The types of interventions chosen for a particular student or young child shall be the least intrusive necessary. The policy is designed in compliance with the provisions of the Individuals with Disabilities Education Improvement Act (IDEIA) and PA Chapter 14 Regulations.

The Behavior Support policy represents a three-tiered sequential model for students whose behavior problems interfere with learning.

Guidelines

Level 1

Level 1 is preventive in nature and employs effective classroom management strategies. Level 1 does not require a Behavior Support Plan as part of a student's IEP.

Effective management of classroom behaviors is a prerequisite for instruction and learning. It involves not only responding effectively when problems arise but working to prevent their occurrence by creating environments that promote positive student behaviors. Among the approaches generally applied include:

1. An explicit structure/schedule to the school day
2. Explicitly communicated rules, rewards and consequences
3. Management programs with rewards and consequences
4. Variable seating arrangements
5. Verbal praise clearly linked to desired behaviors

6. Frequent monitoring via teacher movement in the classroom
7. Clear expectations for what constitutes acceptable behavior

Level II

Level II interventions involve specific, individualized interventions for a student and require a Behavior Support Plan be attached to the student's Individual Education Plan (IEP).

Positive behavior support involves a process based on discovering and understanding the relationships between a myriad of student-environment variables. Behavioral patterns in children and adolescents are often very complex and interrelated; social interactions and behaviors, emotional reactivity and temperament, life circumstances apart from school and learning behaviors and conditions within the school often can all be part of a presentation that results in less than optimal learning for the student. Understanding behavior and developing a repertoire of management strategies is typically the focus of intervention. Specific interventions may focus on:

1. Modification of curricular components
2. Restructuring of the learning environment
3. Teaching replacement behaviors for problematic behaviors
4. Effectively managing rewards and consequences
5. Creating safe places within the educational setting
6. Direct instruction in need areas including social skills, problem solving, and anger control

Individual support plans shall define the behavior in objective and measurable terms and develop interventions that are least intrusive as appropriate to the student. Data collection at regular intervals will be used to evaluate the plan's effectiveness.

Should a behavior plan require ongoing revisions due to lack of effectiveness, an IEP team may elect to utilize a Functional Behavioral Assessment (FBA). The FBA process involves more in-depth data collection beginning with interviews with those individuals who have directly observed the student's behavior over an extended period of time and in various setting and conditions. Direct observations are then conducted of the student across varying times, places, and task conditions. Additionally, information may be gathered from structured behavior rating scales completed by those familiar with the student. The third step in the FBA process is the analysis of all information garnered from all sources. Analysis involves both quantifying the data to make normative comparisons as well as generating hypotheses about the possible function of the behavior and how it meets a student's need.

Level III

22 Pa Code

14.133

711.46

Level III interventions are for crisis management. Such interventions shall cause the IEP team to meet to formally add procedures to the student's IEP. This level of intervention is very restrictive in nature and may modify the student's rights during implementation. Level III interventions may be used only after Level II interventions have proved ineffective. Interventions used at this level focus specifically on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II.

Only those staff persons who have received proper training and have demonstrated proficiency may apply these strategies.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be less effective. The use of restraints may not be included in the IEP, employed as punishment for the convenience of staff, or used as a substitute for an educational program. The use of prone restraints is prohibited in PA educational settings.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control when due to organic causes or conditions, may be employed only when specified in the IEP as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others and should not prevent normative body positioning and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and may not be used in the district's special education program:

1. Corporal punishment
2. Punishment for a manifestation of a student's disability
4. Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit
5. Noxious substances
6. Deprivation of basic human rights, such as withholding meals, water or fresh air
7. Suspensions constituting a pattern relating to disciplinary placement
7. Treatment of a demeaning nature
8. Electric shock
9. Methods implemented by untrained personnel

10. Methods which have not been outlined in the district's plan

Emergency Procedures

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated in the IEP. These emergency procedures may include such activities as:

1. Notifying parents/guardians to immediately remove the student from school.
2. Notice to the police
3. Notice to mental health services
4. Calling emergency services and ambulance
5. Instituting mental health commitment procedures

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

#1

At this time, the district is not encountering difficulty with Hard to Place students. Should the district experience this, the district would seek to collaborate with AIU and involve interagency planning if necessary. In the past, the district has participated with county-level agencies for interagency meetings when other supporting services such as a BHRS provider or agency such as CYF have initiated a meeting. The Director of Pupil Services attends all such team meetings.

The district works to provide as much support to students as possible in neighborhood schools. The district has a well-versed staff of special educators, counselors, and specialists such as OT/PT and Speech/Language therapists along with psychology support and Community Youth Worker support to help meet needs of individual students. The district actively uses the TAC services of the AIU to help with consultation to ensure that teams are trying and working to provide the best supports available. The district also welcomes advocates and Allegheny County supports as team members to help teams provide for students. For students receiving wraparound services, those staff are also welcome in our school buildings and at Team meetings. At this time, the district has no students

receiving special education in alternative education programs. The district works with Community School West and on occasion, has a regular education student placed there but no students receiving special education. Students with special education supports who require a more intensive placement have traditionally been placed at DT Watson, The Day School of Children's Institute, The Bradley Center's Day School Program, a private academic facility, Holy Family Specialized Learning, also a private academic facility or a program through Wesley Spectrum or Western PA School for Blind Children. In all cases, parents work with IEP Teams for such off-campus placements and have toured and been in agreement with using these programs. The goal, always, is to help phase students back to their QV neighborhood school whenever possible. The Director of Pupil Services remains involved with students placed off-campus and along with the child's special educator, attends all IEP meetings at the program placement. The district is very fortunate to have support from transportation to create phasing programs that allow students to transition back to QV. This has proven to be more helpful to students rather than an abrupt change back to the district. To the extent that a student is involved with probation, our district's School Resource Officer (SRO) helps to coordinate communicate and updates across the two systems. For students with disabilities who may have such involvement, the SRO is an important team member and actively participates in parent and team meetings. QVSD has 11 municipalities that comprise the school district, consequently, the SRO is an essential link when coordinating across municipalities that involve a student's home municipality vs. the school municipality for the particular school building and the municipality of any other student(s) involved. For those students receiving special education who are admitted via their behavioral health insurer to partial hospital programs or Diversion and Stabilization (DAS) Units, the district remains in regular contact with the providers. Records are shared with permission and program teams have been most helpful in sharing with the district the various self-help techniques that have been taught to the student so that we may replicate those in our schools.

#2

The district is able to offer a continuum of services from itinerant to full time placement across its special education programs but focuses on least restrictive environment inclusion as the starting point. The district has a majority of students included inside regular education classrooms for a majority of the school day. This is achieved by successful IEP Team discussions with parents and supports ranging from experienced and supportive regular educators to paraprofessionals for students. For those students who are currently placed in APS/PAS sites, IEP Teams have worked through district level supports and exhausted these resources. Working with parents at each step of the way, the teams consider more restrictive placements when it appears the only way to ensure FAPE for a student. Tours are worked out with the program, parent and director of pupil services. The director of pupil services is the liaison for outside agencies and attends all IEP meetings along with the district's special educator for the student. Students who remain in such programs as they age out have the opportunity to participate in QV's graduation ceremony and receive a QV diploma. If a student and their family elect to participate in their program's graduation ceremony, the Director of Pupil Services attends and participates there, typically being the one to hand the student his/her diploma on the stage. For students with multi-system involvement, the district recognizes the importance of collaboration and communication. As an example, a student receiving Family-

Based Mental Health level of wraparound service currently has up to six hours of family work provided by a two-person agency team. This two-person team meets with the special educator for the child and attends IEP meetings along with maintaining ongoing communication with the special educator. For students with other levels of BHRS, those staff are invited into our buildings to provide support and participate in meetings. The district has also offered to be the host site for the agency's ISPT meetings. For students with juvenile justice involvement, our School Resource Officer and Community Youth Worker help to support the student and family through those processes, ranging from the local magistrate office to more complex and serious procedures that may result. QVSD works with Children, Youth and Families as necessary to help support students involved with this agency. The district believes that such extended teams are for the betterment of the student and welcomes this expanded level of support. Quaker Valley's range of extracurricular activities, clubs, sports, and after-school programs are open to all students with and without disabilities and remain available to students who may be placed in off-campus programs. While some students participate directly, others serve as a team helper or perform a specific job for the team or club. Student dances at the middle and high school are for all students as well and on occasion, paraprofessionals work extra duty to support a special needs student in such a venue. Our district believes that maintaining a supportive connection for students who are currently placed off campus back to their home school helps to ease their transition back. It also helps maintain peer relationships that students may have with club-mates, team mates and after-school friends. Academically, the district offers and funds online classes for all students whether they have disabilities or not. These online courses may be taken in the school house or at a student's home such that their day can be tailored for their current needs. As an example, one student was participating in a social anxiety treatment group that met each morning through his/her behavioral health insurer. The district, student and family were able to create online options such that the student could do an academic class prior to their treatment program and then come to school. For students with special education supports, these classes can be in the school under the watch and supervision of their special education case manager. Conversely, classes may be taken at home with the online teacher following QV IEP and communicating back to the QV case manager. Online options have proven very helpful for accommodating for student's needs with everything from mental health treatment that conflicts with their schedule to a student grieving and re-integrating to school after a painful family death. Transition age services for those students 14 and up have expanded to better reflect the ideals of WIOA legislation and new CEW standards. QVSD has purchased the Practical Assessment Exploration System (PAES) lab as a means to offer in-house job training skills that enable the students to be ready for more intense training in their last few years of public schooling. When students are ready, outside programs help with more intense training at a job site including programs such as Goodwill's "Transition Works!" program which we fund and transport student to, CCAC's campus programs for young adults with disabilities or McGuire Memorial Employment Options Center.

#3

QVSD thrives on being able to think creatively to meet student need and expand the continuum of programs that can truly benefit students, each in their unique way. In the past three years since the Plan's prior submission, the district has worked to expand our inclusionary efforts. At the in-house level, the high school has created two new class offering, Partners Physical Education (PE) and

Partners Music. These classes include our special needs students being partnered with typical peers for these elective classes. The classes are taught by regular education teachers and the typical peers help their partners through the various lessons and activities. The Partners Music class has been so successful that this mixed group of included and typical students will perform at QV's high school graduation! Another way that supportive, inclusive efforts have been expanded in the high school is by having students serve as Teaching Assistants (T.A.) and Peer Helpers at the Peer Helper Desk (PHD). These programs are open to all students, including students with disabilities as they often provide a way to help showcase a student's area of strength. As an example, an upperclassman receiving learning support was able to be a T.A. in a history class to help support that student's desire to consider a future teaching career. The student was excellent in being able to help others in the class and got to work with the teacher to understand lesson development, identifying and meeting objectives and the need for thoughtful assessment procedures. Other students with disabilities have served as TA in a variety of classes, including working in our life skills support program. High school students who serve as T.A.'s earn a credit for their work. Similarly, the PHD is designed as a student-to-student help desk for all things class related, from tech help to algebra to writing assistance. Student with disabilities are often able to support their peers in one particular area of strength and this gives them an opportunity to be of help and to interact with a range of students. At QV High School, our life skills support program operates a coffee shop, "The Daily Grind." Students work in the shop as part of their transition development and learn pre-work and work skills ranging from social interactions with customers to money counting, inventory, banking and schedule-making! We have the support of QV Dining which helps to oversee the operation for food safety. Students and teachers frequent our coffee shop daily and this further supports the inclusionary feel of students knowing students and having typical interactions. These inclusive efforts are also seen in the development of two Best Buddies chapters at QV High School and QV Middle School. The programs have taken off, with more buddies than needs! These student friendships occur after school and on weekends but the efforts are visible in school, as well, often being seen in the lunch room with social mingling and in common club activities. The district is currently exploring ways to help extend this program with DT Watson and their students. At a district level, the district has been supportive of efforts to hire students with disabilities in our summer employment. The district has hired students with disabilities to work in our Tech program working on computer repair, to work in our summer lawn/grounds-keeping program, and to work as paraprofessionals helping in the district's ESY programs. Students go through the regular hiring process, meeting with supervisors, securing clearances and meeting with payroll. Students are paid the minimum wage for their summer work. These opportunities benefit both the district and students. Adults not typically involved with students come to see the benefits and abilities of our students and also for the students, to experience the demands of work and to see themselves as successful, contributing employees. Another summer experience provided for our students is the "iBike Camp." iBike is part of a the national, "I Can Shine" program which promotes recreational activities for students with special needs. QV's program was founded four years ago by a special educator and assistant principal and is open to our regional community, not just in-district students. In this program, two volunteers assist a student in learning to ride a regular two-wheel bike. The camp is one week, and the student rides every day for 1.15 hours with his/her two volunteers. Volunteers often include district administrators and teachers as well as high school and local

university students. QV's camp directors have done fund raising and partnering with local business such that all students are able to take home their new two-wheeler, for free, at the end of camp! iBike sometimes runs concurrently with the district's ESY program in which case, iBike can part of the student's day. The district's ESY offerings include intensive programming for life skills support students as well as for learning support students who receive skill remediation and support via the district's "Summer Jamboree" program. The district has also supported various camp offerings in our area or tutoring support for ongoing skills building.

Additional important expansions of programming have included online classes and helping to further transition development. As mentioned earlier, online learning has helped to create schedules that allow students to get their unique needs met. Our district IEP's are shared with the online provider so that goals can be seen and SDI's understood and used. Online learning has been instrumental for a student in our Career and Technical Center program in that it permitted him a way to do extra course work without disrupting his vocational programming. Another example is a student dealing with a family issue which would have meant a late start to his/her school day and thus missing a class. Instead, the district was able to fund an online class that permitted the required learning to occur and then be present at school without any negative consequences to his/her learning. For students with health concerns, online learning has enabled both learning and medical treatments to continue. IEP Teams work with students and parents to create these hybrid opportunities for each situation that arises. The district's assistant high school principal oversees the district-wide use of online programming and helps to coordinate communication amongst providers and our special educators. The district emphasizes flexibility and responsiveness in its use of online classes. A student's circumstances may require such a need for one trimester only, or longer. Depending on the student's needs, classes can be extended if needed, or ended if the student is able to be in the building on a normal schedule. As the importance of transition has emerged with WIOA legislation along with PA's CEW standards and PIMS reporting for such, the district has worked to respond to these changes. An important partner for us has been the Office of Vocational Rehabilitation (OVR) and the district is fortunate to have had the same OVR counselor for a number of years which benefits the district and our families. This familiarity and partnership is well-regarded and families help support each other as they work through the OVR process. Pre-employment services that OVR offers also can be useful to help students begin to understand the work world and needed skills they can work on. In addition to the special educator who manages transition for their student, QVSD has two additional professional positions that intersect and help the special education process. The district employs a Career Education Coordinator who helps all students explore post-secondary life and an Office of Collegiate Affairs to help with all things college. The Career Education Coordinator helps to set up job shadows, internships, and collaborative experiences. As an example, QV High School partners with CMU's Entertainment Technology Center. In this partnership, our students work with designers and developers from CMU to work on a variety of projects. One of the student participants is a student with disabilities whose technology skills are an asset to the team. This venue also supports this student's socialization and peer interaction skills. Another student was able to interview for a job (and land the job!) with our local hospital through the efforts of the special educator and Career Education Coordinator. Yet another student was able to do transition skill work by working in one of our elementary schools, working with both clerical/office tasks and helping in the library. The district transported the student to and from his

work, and importantly, the principal and key teachers in the elementary embraced this opportunity to have our high school student in their building! QV's community is rich with local resources including the Sewickley Area Non-Profit Consortium, on which the Career Educator sits, along with shops, businesses and community resources such as the hospital, Sewickley Y, Union Aid Society, Child Health, and the Sewickley Public Library. These partners work with our staff to help provide students with transition opportunities. The Sewickley Public Library supported a student with disabilities doing transition work during the school day in various job rotations. The special educator, parent, and library director met to develop a plan and the library accommodated us in providing this important opportunity. Both Laughlin Children's Center and the Sewickley Y have also worked with the district to provide job training opportunities for our students in our life skills support program. In each program, students worked on various jobs that the sites needed done. These partnerships benefit our community and greatly support transition efforts on behalf of our students. In addition to looking at transition through the lens of job skills/training, the district supports post-secondary education efforts with the work of our Office of Collegiate Affairs. The district offers and fully funds PSAT testing in grades 9, 10, and 11 and this is open to all students. The Academic Specialist at the high school along with special educators and the Collegiate Affairs director work together with this data to help students shape their plans for post-secondary education. Many students with disabilities are interested in pursuing post-secondary education or training and the Collegiate Affairs Director meets with each student wanting to pursue such. Because of the multi-layered needs of our students with disabilities, Collegiate Affairs coordinates heavily with both special education and counseling to help fulfill Transition aspects of the student's IEP. Similarly, parent meetings with OVR factor into this process as OVR can often help support students with financial aid for books, transportation, work uniforms, and the like. All of the work around transition elements is in both the student's IEP and more broadly within their Naviance account. Naviance helps students through the maze of work and career, future job needs, skills required for job and training programs/schools that support skill development. Each student has an account which is overseen by both the Career Education Coordinator and the Office of Collegiate Affairs. The district averages a graduation rate of approximately 95% of students with disabilities (noting that students who stay on until age 21 adversely affect this calculation) and there has been only one student with disabilities who has dropped out of school over the past nine years. While the district is pleased with these more recent developments in creating new classes, using student helpers, hiring of our students with disabilities, and community support for transition work, the district works hard to look for more ways to enhance our programming and support our students with disabilities. As an inclusive-leaning district, regular educators are important partners with special educators and work together to create and support these efforts.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
DT Watson	Approved Private Schools	Multiple Disabilities	3
Children's Institute	Approved Private Schools	Autism Support	3
Holy Family Specialized Learning	Approved Private Schools	Emotional Support	2
Western Pennsylvania School For Blind Children	Approved Private Schools	Blind or Visually Impaired Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 22, 2018

Reason for the proposed change: Updating caseload and ages.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	10	0.8
Locations:				
Edgeworth Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	8	0.2
Locations:				
Edgeworth Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Updating caseload and ages.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	4	0.4
Locations:				
Edgeworth	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	11	0.6
Locations:				
Edgeworth Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 22, 2018**Reason for the proposed change: Updating caseload and ages.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	5	1
Locations:				
Edgeworth Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 22, 2018**Reason for the proposed change: Updating caseload and ages.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	7	0.8
Justification: The age range variance is noted in a student's IEP and the IEP team has agreed that the functional and curricular levels of the students are appropriate in this setting.				
Locations:				
Osborne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	3	0.2
Locations:				
Osborne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM DETAILS***Type: Class*

Implementation Date: August 22, 2018

Reason for the proposed change: Updating caseload and ages.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	10	0.6
Locations:				
Osborne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.4
Locations:				
Osborne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Class moved in last revision due to needing a larger room

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	11	0.6
Locations:				
Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		
Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.4
Locations:				
Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Changes in age and caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	5	0.2
Locations:				
Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.8
Locations:				
Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Changes in age and caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	3	0.2
Locations:				
Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	0.8
Locations:				
Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Changes in age and caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	5	1
Justification: The age range variance is noted in a student's IEP and the IEP team has agreed that the functional and curricular levels of the students are appropriate in this setting.				
Locations:				

Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2018*Reason for the proposed change:* Changes in age and caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	9	0.6
Justification: The 14 year old is in 9th grade and is on a different schedule than the 19 year old and are not in the resource room at the same time.				
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.4
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2018*Reason for the proposed change:* Updating caseload and ages.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	3	0.13
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	12	0.87
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: August 22, 2018

Reason for the proposed change: Updating caseload and ages.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	7	0.5
Justification: The 19 yr old student is in off-campus vocational training programs and not present in the resource room.				
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	7	0.5
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Updating caseload and ages.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	4	0.4
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.6
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Updating caseload and ages.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.8
Locations:				

Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.2
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 22, 2017*Reason for the proposed change:* Updating caseload and ages.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	12	1
Justification: All students aged 19-20 participate in off-campus vocational programming and are not in the resource room with other students.				
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 22, 2018*Reason for the proposed change:* Updating caseload and ages.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	35	0.75
Justification: Speech and Language Therapist provides services for students K-5 at Edgeworth Elementary.				
Locations:				
Edgeworth Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 19	14	0.25
Justification: Speech Therapist supplies speech services to grades 9-12.				
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Updating caseload and ages.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	24	0.67
Justification: Speech and Language Therapist supplies services to students in K-5 at Osborne Elementary.				
Locations:				
Osborne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 15	19	0.33
Justification: Speech and Language services are provided at the middle school for ages 10-15.				
Locations:				
Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Age changes

Justification: Compliance for proximity to home, classroom design (for instruction), classroom accessibility, classroom location, classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: Quaker Valley School District contacts a Hearing Impaired teacher from DePaul Institute.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.2
Locations:				
Osborne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 12	2	0.1
Locations:				
Quaker Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Deaf and Hearing Impaired Support	14 to 17	2	0.1
Locations:				
Quaker Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 11	2	0.1
Justification: Hearing support serves students K-12 across the district; students are seen individually and are not together.				
Locations:				
Edgeworth Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2018

Reason for the proposed change: Student is in the Middle School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 14	2	0.5
Locations:				
Quaker Valley School District	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Speech and Language Therapist	Quaker Valley School District	1
Paraprofessional	Edgeworth Elementary School	1
Paraprofessional	Edgeworth Elementary School	1
Paraprofessional	Edgeworth Elementary School	1
Paraprofessional	Edgeworth Elementary School	1
Paraprofessional	Edgeworth Elementary School	1
Paraprofessional	Edgeworth Elementary School	1
Paraprofessional	Edgeworth Elementary School	1
Paraprofessional	Edgeworth Elementary School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Edgeworth Elementary	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Osborne Elementary	1

Paraprofessional	Quaker Valley Middle School	1
Paraprofessional	Quaker Valley Middle School	1
Paraprofessional	Quaker Valley Middle School	1
Paraprofessional	Quaker Valley Middle School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Quaker Valley Middle School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Quaker Valley Middle School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Quaker Valley High School	1
School Counselor	Edgeworth Elementary School	1
School Counselor	Osborne Elementary	1
School Counselor	Quaker Valley Middle School	1
School Counselor	Quaker Valley High School	1
School Counselor	Quaker Valley High School	1
School Psychologist	Quaker Valley School District	1
Director of Pupil Services, School Psychologist	Quaker Valley School District	1
School Counselor	Quaker Valley Middle School	1
Speech and Language Therapist	Quaker Valley School District	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Quaker Valley Middle School	1
Paraprofessional	Quaker Valley Middle School	1
Paraprofessional	Quaker Valley High School	1
Paraprofessional	Osborne Elementary School	1
Paraprofessional	Quaker Valley High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Access Teacher	Outside Contractor	5 Days
Access Teacher	Outside Contractor	5 Days
Access Teacher	Outside Contractor	5 Days
Access Teacher	Outside Contractor	5 Days
Associated Occupational Therapy, Inc.	Outside Contractor	5 Days
Physical Rehab, Inc.	Outside Contractor	3 Days
School Psychologist	Outside Contractor	4 Days

Access Teacher	Outside Contractor	5 Days
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District Level Plan

Special Education Personnel Development

Autism

Description	QVSD provides an inclusive environment for students with autism by having students in the least restrict environment, as much as is appropriate given a student's needs. Beginning with the least restrictive environment, teams work through the supplementary aids and services to decide upon and provide supports that will benefit the student. The district engages in training with the AIU, PaTTAN, DT Watson, and other providers for autism training. Teams of educators have gone out for training and the district has had both IU consultants and Watson consultants in for training. These training range from consultation and training on an individual student to classroom level to building-wide. Additionally, students receiving wraparound services have their private providers as part of our school meetings and through their regular time in the building, provide additional training and support to teachers. Also, all special educators are provided with budgetary funding through the district in order to partake of conferences and trainings.
Person Responsible	Dir Pupil Services
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	15
Provider	AIU PaTTAN DT Watson
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	this is an optional narrative for special education
Research & Best Practices Base	this is an optional narrative for special education
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Department Focused Presentation Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</p>

	Lesson modeling with mentoring
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

Behavior Support

Description	<p>QVSD is currently in yr nine of the School-Wide Positive Behavior Support Initiative and both Osborne Elementary and Edgeworth Elementary schools have been previously recognized at the state level for presenting all Three Tiers with Fidelity. Both elementary schools and the middle school have also been awarded Model School Status by the PA program. The district continues to use our external coach from the AIU to facilitate the model's surveys, ratings, benchmarks and action planning in all three buildings every year. At the Middle and High School levels, our SAP programs are in place and include a mental health liaison from Holy Family, the County-approved provider of SAP services. The HS also utilizes a 9th grade team model, which includes 9th grade teachers along with the principal and assistant principal and two counselors. The 9th grade Team works to support and create interventions for at-risk students; the teaming between MS and HS to facilitate rising 8th graders helps the 9th grade to anticipate needs and have supports in place.</p> <p>Quaker Valley also contracts with Holy Family Outpatient Services for on-site, private mental health counseling services that run through a family's insurance and/or Medical Assistance coverage. All four Quaker Valley buildings have an approved agreement via Allegheny County Office of Behavioral Health to serve as outpatient satellite centers in order to have students access counseling and eliminate barriers. These services are available at all age levels and carry on for 12 months so that students do not lose support over the summer months.</p> <p>QVSD participates with Allegheny County's Bureau of Child & Adolescent Mental Health School-Based Liaison service whereby a dedicated liaison is available to us to help with particularly difficult cases. Liaison support has been utilized in all QV buildings to help secure mental health services, adolescent housing help and urgent crisis situations, to cite a few examples. The school-based liaison has inserviced QV counselors, psychologists and special educators on understanding county services and the continuum of care available. QVSD</p>
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also uses ReSOLVE services for urgent mental health crises at the building level. ReSOLVE supervisors have come to our district to inservice our counselors and psychologists about their system.

The district provides crisis training using Comprehensive Crisis Management (CCM). The district has three in-house trainers who are yearly updated in their training by Western Psychiatric Institute & Clinic (WPIC). These trainers, in turn, train building staff in the protocol which emphasizes anxiety recognition and de-escalation, use of verbal and nonverbal cues, proximity and body positioning and understanding trauma as central ingredients to understanding a crisis. The protocol also provides training in holds and restraints, as well, should that level ever be necessary for a student. Importantly, the district's policy on Behavior Support notes the adverse techniques prohibited for use and addresses restraint use in its description of Level III behaviors.

In-district resources include the provision of groups and 1:1 counseling for students conducted by the district's team of psychologists, doctoral psychology interns and building counselors. The district's MTSS model in elementary and middle school helps to identify students with needs, including social-emotional needs. The team creates interventions, sets goals and has parent meetings to track progress. Through IEP supports, when necessary, a functional behavior assessment will be conducted at a formal or informal level. This process is then used to develop a positive behavior support plan for the individual student, using information gained during the functional assessment process. The district's psychologists lead this process and continue to consult with special educators to monitor and refine the behavior plan. QV has worked across the district during the 17-18 school year focusing on trauma, and understanding the impact upon our students and their learning and behavioral needs. To that end, staff growth and understanding has helped increase recognition that presenting behaviors may reflect trauma and the need for therapeutic services. The Community Youth Worker is another in-district support that helps link families to supports and services using our community resources, including helping with funding and transportation.

The district remains committed to these initiatives and will continue implementing School-Wide Positive Behavior Support, contracted outpatient therapy services, crisis training and the use of MTSS and in-house delivery of psychosocial supports via counselors and school psychologists.

Person Responsible	Director of Pupil Services, School Psychologist/Ass't to the Director, Principals, Counselors
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	5
# of Participants Per Session	12
Provider	School district, AIU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This field is not required for special education
Research & Best Practices Base	This field is not required for special education
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

Paraprofessional

Description	QVSD currently employs 33 paraprofessionals, K-12, to support students with disabilities in an inclusive environment. All paraprofessionals are college graduates and are certified teachers. All paraprofessionals acquire 20 hrs of instruction yearly. The district provides training in CPR/First Aid, Crisis Management, Mental Health First Aid, and Assistive Technology to name a few topics. Other trainings occur via a purchased subscription for each paraprofessional to the Master Teacher and to Safe Schools, which permits
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	24/7 web access to training modules. At the successful completion of a post-test after a module instruction, the district receives a certificate of successful completion. Paraprofessionals can utilize PaTTAN offerings for training as well; PaTTAN offers online modules that print a Certificate of Attendance upon completion. In turn, the certificates are turned into the pupil services office. All paraprofessional required 20 hours are tracked through pupil services to ensure compliance with this yearly requirement. Because our paraprofessionals are certified teachers, they are also welcome to join teacher inservice programs, as well. This allows them to gain Act 48 credit for maintenance of their teaching certificate but also supports their role in our inclusive model, understanding content as they support and accommodate students.
Person Responsible	Sally Hoover/Building Principals/Special Educators
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	20
# of Participants Per Session	33
Provider	QVSD, DT Watson
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	this is optional narrative for special education
Research & Best Practices Base	this is optional narrative for special education
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops

	Department Focused Presentation Online-Asynchronous
Participant Roles	Paraprofessional Classified Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom student assessment data Participant survey Review of participant lesson plans

Reading

Description	Currently, the district has been engaged in “Foundations” training, implementing this Wilson reading program at K-1 level and primary elementary special education, and is preparing to increase to grade 2 and upper elementary special education levels. The elementary schools have the Fountas & Pinnell Leveled Literacy Intervention program which helps to supplement instruction in the resource room. The buildings also have a room of leveled readers, and access to Starfall, RAZ-kids and Teach Your Monster to Read as apps on the iPads for student use. The district has also engaged the AIU for training both regular and special educators in the Reading Achievement Center (RAC) program. Middle School special educators also participated in another AIU offering for adolescent reading comprehension strategies. Another Wilson product, “Just Words,” has been used as an intervention for select special education students for more intense development in reading subskills. For
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	students with the most complex needs, the district uses the PCI reading program and other PCI products particularly for our young adult population. Special educators who administer the PASA have participated in PASA eligible content training sessions which are offered by PaTTAN. All QV students in grades K-8 participate in universal screening in reading (and math) using DIBELS, STAR, and Maze Comprehension, depending on respective grade levels.
Person Responsible	Dir Pupil Services, Principals, Curriculum Director
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	10
Provider	AIU, Publishing Company, PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	this is optional narrative for special education
Research & Best Practices Base	this is optional narrative for special education
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

Transition

Description	Two important initiatives that link directly to a student's transition training
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include the Career Education Work (CEW) standards and the Workforce Innovation and Opportunity Act (WIOA). Within QV, these efforts are overseen by an integrated team that includes a student's special educator, counselor, the district's career educator, and the district's Office of Collegiate Affairs. Together, this team helps to plan and provide for opportunities that broaden the student's experiences. While CEW instruction begins in kindergarten targeting three of the four standards, Career Awareness and Preparation, Career Acquisition, and Entrepreneurship, it grows over the years to include experiential learning. In the middle school years, students have an opportunity to tour Parkway West Career and Technical Center, do a career research project, and visit a local business or landmark to conduct an interview with an employee to learn about the job and necessary requirements for the job. At the high school, this expands such that students can participate in Work & Lunch sessions with visiting professionals, begin pursuing micro-credentials, complete a job shadow and conduct an internship/apprenticeship search and mock interview. A few of the internship opportunities offered locally include the ACE internship (Architecture, Construction and Engineering), the Environmental Science Internship, World Vision Internship, technology internships in which students assist QVSD's technology department, and teaching assistant internships at QV High School whereby students TA for a teacher to better learn the demands of being an educator. All students are required to complete a Self-Directed Experiential Learning Project in 10th grade focusing on workplace competencies and career-related learning opportunities. These myriad activities all help to support transition for students receiving special education. Naviance houses student information that accrues from these experiences and the integrated team, along with parent and student, can see the information. Students with disabilities also receive additional supports including college tours to local universities, community colleges and training programs. The HS special education department takes students and introduces them to a campus tour, including meeting the program's office of disability support so that students begin to understand college level supports and self-advocacy.

To support WIOA efforts with transition age students for post-secondary life, the district engages regularly with our Office of Vocational Rehabilitation (OVR) counselor and their new Pre-Employment Transition Services (PETS). The district has received on-site trainings from these OVR staff members to help inform our transition work with families. For parents, our OVR counselor schedules individual parent meetings in the high school. Parents sign up for a meeting time and begin the process of enrolling with OVR by working with our designated OVR counselor. PaTTAN sponsored a program on aligning WIOA and Secondary Transition in 2016 which was attended by the director of pupil

	<p>services and department chairperson. More recently, in an effort to align new CEW (Career and Education Work) Standards with transition requirements and WIOA principles, a team consisting of the special education department chairperson, counseling chairperson, and the district's career education coordinator attended a PaTTAN training this year. The district has also participated in the AIU's, Successful Practices in Secondary Transition for Continuous Improvement training and completed PA's Post School Outcome Survey. Other supports for transition efforts include Quaker Valley bussing students to Community College of Allegheny College's (CCAC) "Promoting Academic Success" Program, designed as a one credit course for students with disabilities to "try" a college class. The district has additional supports for our most complex students, often those young adults receiving life skills support. The district purchased the Practical Assessment Exploration System (PAES) to promote in-house vocational training. Students, with paraprofessional support, work in the PAES lab on specific skills within a defined job. The skills grow in demand and help provide information about work stamina, accuracy, level of support needed and time requirements to complete a job. This information helps the team better understand the adult training world such as whether supported employment is indicated, if competitive employment is indicated, if job coaching might be an option for a student. Beyond using the PAES for introductory training efforts, the district then works with outside programs to further transition. The district has worked with providers such as Goodwill, McGuire Employment Training Center, and Giant Eagle to begin part-time, off-campus work training experiences in the adult world.</p> <p>Additionally, through our local MH/MR base service unit, Staunton Clinic, families are linked to an Administrative Service Coordinator. Students receiving wraparound or other therapeutic support are able to include those providers in IEP meetings and transition discussion meetings. Students with Intellectual Disability are linked to Independent Supports Coordination with referral to the Allegheny County Office of Intellectual Disability. For those students considering post-secondary education, they meet individually with the district's Director of Collegiate Affairs to help plan and organize the college application process. Family nights are held that offer parents and students an opportunity to learn about financial aid and better understand the college process. QVSD's website helps to facilitate this wide variety of information, provided through Counselor's homepages, Collegiate Affairs homepage, Career Education Coordinator's homepage, and the Parent Page of the Pupil Services Dept where various trainings and meetings about transition are advertised and posted.</p>
Person Responsible	Special Educators, MS/HS Principals, Director of Pupil Services, Career Educator, Counselors

Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	6
Provider	AIU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This field is not required for special education
Research & Best Practices Base	This field is not required for special education
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer