

Salisbury-Elk Lick SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

PO BOX 68
 Salisbury, PA 15558
 (814)662-2733
 Superintendent: Joseph Renzi
 Director of Special Education: Kala Loya

Planning Committee

Name	Role
Joseph Renzi	Administrator : Professional Education Special Education
Kelly Edwards	Elementary School Teacher - Regular Education : Professional Education Special Education
Donna Robertson	High School Teacher - Special Education : Professional Education Special Education
Sharon Johnson	Parent : Professional Education Special Education
Kala Loya	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 45

Identification Method

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

The Salisbury-Elk Lick School District currently utilizes the aptitude-achievement discrepancy model to identify students with specific learning disabilities. This process examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by severe discrepancy between ability and achievement, or relative to age or grade.

First, it is determined that the child does not achieve adequately for age or grade equivalent standards in one or more of the eight areas involved in language, spoken or written, oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, math calculations, or math problem solving. Next, it is determined by the Multidisciplinary Education Team Members based on norm referenced assessment data and student performance records if there is a discrepancy that is not primarily due to any of the following: visual, hearing or motor problems, intellectual disability, emotional disturbance, cultural and/or environmental/economic issues, or limited English proficiency. Finally, it is ruled out that the discrepancy is not due to lack of appropriate instruction in reading or math.

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>

As of the December 1, 2017 child count, the school district is educating 45 students with special needs. The total enrollment of the school district as of December 1 was 265 students. Therefore, the population of students with special needs comprises 17% of the total enrollment. The most recent federally approved data from the 2014-2015 school year identifies that the percentage of school-age students with special needs enrolled throughout the state was 15.6%. Our district's percentage is slightly higher, but this can be attributed to a recent growth in students being identified with Speech/Language Impairments. The number of students identified with a Speech/Language Impairment as of December 1, 2017 rose 60% since December 1, 2016. Although they are not yet

federally approved, Special Education Data Reports from the 2015-2016 and 2016-2017 school years indicate that the percentage of students with special needs throughout the state has risen each year, and the Salisbury-Elk Lick School District's percentage of students with special needs was lower than the state's during both school years. No significant disproportionality exists when comparing the percentage of students within the district identified in each disability category with state-wide percentages.

Non-Resident Students Oversight

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

1. How does the School District meet its obligations under 1306 as the host district at each location?

With regard to Section 1306 of the Public School Code, the Salisbury-Elk Lick School District does not have any identified facilities naming the district as a host. If we were a host district, we would work with Appalachia IU8 staff and staff from the facility to promote and offer opportunities for education and inclusion within Salisbury-Elk Lick School District programs.

2. How does the School District ensure that students are receiving FAPE in the Least Restrictive Environment?

With regard to Section 1306 of the Public School Code, the Salisbury-Elk Lick School District is not a host entity. If we were a host district, we would have our Special Education Coordinator meet with the educational staff from the facilities to ensure that all special education paperwork followed IDEA requirements and updates were scheduled as needed. We would also discuss educating students in the LRE and how the facility could promote more inclusion throughout the community and within the school district. We would work with Appalachia IU8 to promote inclusion within our public school system whenever possible for classes and activities.

3. What problems or barriers exist which limit the School District's ability to meet its obligations under 1306?

No problems or barriers exist due to not having any identifiable facilities or students under the provision of Section 1306. If there was a facility, we would have the Special Education Coordinator work with the facility and districts of residency to ensure that all paperwork is completed on a timely basis and that IEPs are being implemented for each student. We would not foresee any barriers.

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).

Salisbury-Elk Lick School District contracts with Intermediate Unit 8 for services to ensure that incarcerated youth needing special education services are identified, evaluated and provided a Free Appropriate Public Education (FAPE). While the District currently has no incarcerated students, those identified through the Intermediate Unit 8 would be serviced and monitored. Communication with the correctional institution would be ongoing.

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.

To ensure that all children with disabilities, including those in private institutions, are educated with non-disabled children to the maximum extent appropriate, the District Special Education Coordinator, who serves as Local Agency Representative, attends all IEP meetings. Appropriate protocol for IEP development and placement determination is monitored. The Coordinator also acts as a liaison between parents and serving districts to promote parent/district participation and cooperation. Areas identified in the IEP that can not be adequately addressed in an inclusive environment with supplementary aids and services are accommodated through special education programming and services.

Trainings in the use of Supplementary Aids and Services are provided by PDE/PaTTAN and Intermediate Unit 8 to district teachers and paraprofessionals in order to support students with disabilities as active participants with nondisabled peers and enable their access to the general curriculum. Individualized Education Program (IEP) Teams consider and implement a number of supplementary aids and services. Time is scheduled for teachers, staff and parents to collaborate and co-plan. Curricular goals, instruction and tests are modified to meet diverse learning needs. The District adapts and modifies the physical environment using furniture and specific seating

arrangements along with adaptive equipment and handicap accessibility to meet student needs. Counseling supports, individualized behavior support plans and social skill instruction are utilized to increase appropriate behavior and reduce disruptive or interfering behavior. Staff development trainings address the four categories of supplementary aids and services: Collaborative, Instructional, Physical, and Social-Behavioral annually.

With the goal of promoting the least restrictive environment placement before considering any other options, Salisbury-Elk Lick School District has been very successful in educating its children with disabilities with their non-disabled peers. To meet the goal for all students, the District has participated in CAASP Interagency Team Service Plan meetings regarding students placed outside the District by other agencies. District students with special needs are integrated in the regular education classroom with supplementary aids and services to the maximum extent deemed appropriate by their IEP team. To ensure the delivery of a continuum of supports/services and educational placement options that promote access to general education curriculum in the LRE, Salisbury-Elk Lick School District provides numerous IU 8/PDE/PaTTAN training opportunities throughout the year. By participating in these trainings, regular education teachers have a better understanding of the needs of a student with disabilities and are able to give pertinent information for Evaluation Reports, Reevaluation Reports, and IEP Review meetings. Regular education teachers have access to a digital file that outlines specifically designed instruction/modifications that is updated as needed. The Special Education Coordinator and special education teachers collaborate with regular education teachers to assure the best possible educational environment for our students. As students move from the elementary building to the high school building, every effort is made to appropriately remove support and encourage student independence and self-sufficiency. During the 2017-2018 school year, 0% of identified high school (7-12) students required support at a level higher than Itinerant. At the elementary level (K-6), 61% of identified students required Itinerant support and 39% required Supplemental Support.

To promote understanding and ownership of one's educational direction and success, beginning at the end of 6th grade and as appropriate, the District invites students to their IEP meetings. Present levels, goals and specially designed instruction/modifications are discussed in the presence of the student with the student also providing input. When appropriate, students are asked to sign the IEP as well. Since initiating this practice, the District has seen an increased willingness to accept and work with interventions, ownership of the IEP goals and objectives, a sense of accomplishment with success and an increase in self-confidence. This, in turn, has resulted in students being able to reduce their time in the learning support environment. While the need for support at the Supplemental level may arise, there has been a sharp decrease in the number of students who require this support past grade 5.

Administrative support provides for needed trainings, funding, and supports for teachers of identified students as well as regular education staff. Each year our District provides in-service training for all teachers regarding students with special needs. New teachers receive extra training through the induction program. Appropriate resources are provided to teachers to help implement IEP goals. Our District is committed to small class size which makes it easier for teachers to provide individual attention to those children who need it.

The district's regular education teachers modify and adapt the curriculum to meet student needs as designated in the IEP. The guidance counselor, instructional support teacher, and our learning

support teachers provide support and advice when necessary to ensure the IEP is being followed. Paraprofessionals are utilized in regular education classrooms as support for students with disabilities. With the cooperation of the classroom teacher, administration and support personnel, we are able to include our identified students in regular education for the maximum amount of time appropriate.

Salisbury-Elk Lick School District is replicating successful programs developed by the IU8 and PDE/PaTTAN and is utilizing them as teacher trainings. Site-based training is provided through educational/behavioral specialists from the IU8, local behavioral health, mental health agencies and social service providers. Children and Youth, MH/ID/EI (Mental Health/Intellectual Disability/Early Intervention) and Health Choices, Probation, Partial Hospitalization, Children's Behavioral Health, Alternative Community Resource Programs, Nulton Diagnostic & Treatment Center, Tableland, and the Office of Vocational Rehabilitation provide necessary services and act as resources for our District. By collaborating with these agencies, we are able to provide the best education possible for all of our students.

Salisbury-Elk Lick School District did not meet the Indicator 5, Educational Environments, SPP Target for the 2016-17 school year. While the percentage of students receiving regular education 80% or more of the day is lower than the state's percentage (60% compared with 62.4%), providing appropriate support for student success is key to the District's programming. As a student achieves success and builds skills, services and/or supports are reduced. When needed, the District provides intense instruction and support at the elementary level with gradual removal of supports so that at the high school level we are seeing student success with less support. By the time a student enters ninth grade, the level of support is usually 15% or less. Services and supports are kept in place only if there is a need. Every effort is made to increase student participation in the regular education environment. Our low student enrollment also has an impact on data when comparing our district totals to state percentages. In 2016-2017, if just one identified student who required the Supplemental level of support only required the Itinerant level, the district would have met the SPP Target.

To ensure students being considered for LRE are included in the general education classroom and curriculum to the maximum extent appropriate, the District, in collaboration with consortium districts and Intermediate Unit 8, works to ensure LRE opportunities. Salisbury-Elk Lick School District has worked with Frostburg State University, PDE/Pattan and Intermediate Unit 8 to provide staff development and training on Inclusive Practices, focusing on the topics of Differentiated Instruction, Universal Design For Learning, and Reading and Math Strategies and Progress Monitoring, all directed at reducing time in the learning support environment. When appropriate, the District utilizes push-in instruction to encourage student independence and participation in the regular education environment.

Because of low student enrollment, 265 students K-12, the Salisbury-Elk Lick School District collaborates with various partners to provide appropriate services to our students. In the past, the District's secondary life skills students have attended class in the Meyersdale Area School District where their needs can best be met. The Salisbury-Elk Lick School District has also developed relationships with partial placement facilities in Maryland (the district is located only 2 miles from the Maryland border) to meet student needs. To ensure that students placed in these facilities receive an appropriate education, the Special Education Coordinator would attend all IEP meetings

and maintain regular contact with the administration at these facilities and the students' parents. Various other services and supports are contracted through IU8 and other agencies.

We feel our programming practices and policies have been instrumental in enabling us to graduate 100% of our students with disabilities over the past four school years.

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.

SELSD students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

The Board directs that the District's behavior support programs will be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations, shall develop administrative regulations to implement this policy, shall provide regular training and retraining as needed of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy, shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the District by entities educating students with disabilities who attend programs or classes outside the District, including private schools, agencies, intermediate units and vocational schools.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

However, when an intervention is necessary to address problem behavior, a functional behavior assessment and positive behavior support plan will be developed. The types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a Positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and 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 or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces for which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal Punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, 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 as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the District's Special Education Plan and, if applicable, the procedures, methods, and techniques defined in the student's Behavior Support Plan.

The District provides training to faculty and staff on non-violent crisis intervention. New staff members are sent to the initial certification trainings provided by Intermediate Unit 8. Refresher trainings are conducted annually. The District has trained personnel in both the elementary and high school buildings.

When a student exhibits concerns related to behavior, a behavior support team meeting is convened. Members of the team consist of the student, teachers, parents, and administrators. Concerns, issues, and interventions are discussed and a positive plan is developed. Effective techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills and reduce problem behavior are employed to create positive side effects.

Field trips are used as incentives for appropriate behavior. Students are held accountable for behavior, attendance, and grades. A deficit in one or more of these areas will trigger a meeting with the student, his/her parents and District representatives to discuss the issues and required remedy in order for the student to go on the trip. A contract is then drawn up stating the requirements for trip eligibility and all parties sign.

The Board provides funding to bring a licensed professional counselor to the District once a week to work with at-risk students. With parental permission, students, grades K-12, are taken for thirty (30) minute sessions to discuss academic and behavioral issues and positive ways to deal with them. With parental permission, concerns from counseling sessions are shared with Student Assistance Program (SAP) team members. This K-12 program serves to articulate supportive intervention services and assistance throughout the District. Providing this service to students has proven to be very successful. As sessions produce positive results, the number of sessions has reduced from weekly to monthly or every other month to no need to see the counselor. Students who achieve this level of success are monitored with a session every few months to once a year.

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.

Currently, the District has no students for whom there has been difficulty locating a program to ensure the provision of FAPE. Should this occur, the District would utilize the resources of the IU8 and the IU8 interagency coordinator, PDE/PaTTAN, and the numerous agencies with whom the District has collaborative service agreements and memorandums of understanding. The Children and Adolescent Service System Program (CASSP) would be consulted for coordination of needed services. Representatives from the various agencies involved with the child and the family would collaborate to provide appropriate programs and services for an individual student or a particular disability category.

The Salisbury-Elk Lick School District has previously established and maintained working relationships with a neighboring School District and an out-of-state facility for autistic, emotional and life skills support services. Through coordination of services with other districts/facilities and the Intermediate Unit, the district is able to provide maximum services to our students. The District has utilized the services of MH/ID/EI, and Health Choices, Children's Aide Home, Children's Behavioral Health, Children and Youth Services, Juvenile Probation Office, Youth Advocate Program, Alternative Community Resource Programs and Nulton Diagnostic & Treatment Center to meet identified needs.

If students have issues that are impacting their education, interventions are planned following a continuum of child mental health services. The District accesses the appropriate agency when students are identified through instructional support, guidance, student assistance, or special

education programs and procedures. The Board provides funding to bring a licensed professional counselor to the district once a week to work with at-risk students. With parental permission, students, grades K-12, are taken for thirty (30) minute sessions to discuss academic and behavioral issues and positive ways to deal with them. With parental permission, concerns from counseling sessions are shared with Student Assistance Program (SAP) team members. This K-12 program serves to articulate supportive intervention services and assistance throughout the district. Providing this service to students has proven to be very successful. As counseling sessions produce positive results, the number of sessions is reduced from weekly to monthly or every other month to no meetings with the counselors. Students who achieve this level of success are monitored with a session every few months to once a year. The district also provides Autistic Support and Emotional Support to students who are identified as students with special needs who require these supports to be successful in school.

The District has a working relationship and excellent communication with Somerset County Career Technology Center (SCTC). This facility ensures FAPE to students with disabilities. The special education teacher at SCTC has access to and participates in the development of the student's IEP and provides progress on the IEP. Should a student need support for success, the District employs a paraprofessional to accompany the student. The guidance counselor monitors the student to assure the student is in the correct field. If a student struggles, more self-assessment /inventories are completed. SCTC follows the IEP including accommodations for NOCTI. Emotional Support teachers and social workers visit the facility on a regular basis. The District provides students with opportunities to job shadow and complete a co-op. Salisbury-Elk Lick students attend SCTC in the morning. Learning support staff work with students in the afternoon to monitor and offers support for continued success.

Other areas of cooperation are with the IU8 Early Intervention Program and with various transition groups. The District schedules Early Intervention transition meetings in the spring of each year to plan for the transition of identified students into appropriate school-age programs. The District's transition program has collaborative arrangements with nearby school districts and community agencies which allows for the coordination of activities. Salisbury-Elk Lick School District is looking to expand its cooperation with more colleges and businesses during the life of this plan. Site visits, discussions with student service departments and job shadowing opportunities are giving our students with disabilities more options for their post-secondary life. The district also refers students with special needs who are of transition age to OVR and assists them in the application process.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Salisbury-Elk Lick School District's goal is to develop a program that meets our students' educational interests, needs and abilities while meeting Pennsylvania Core Standards and preparing the students for post-secondary life. The District provides students with special needs programs and services to meet this goal. Our District is using local resources, Intermediate Unit programs, PDE/PaTTAN trainings, partnerships with local colleges and universities and interagency liaisons with Partial Hospitalization, MH/ID/EI and Health Choices, Children and Youth Services, Probation, Nulton Diagnostic & Treatment Center, Children's Behavioral Health, Youth Advocate Program, Alternative Community Resource Programs, Tableland, Career Link and the Office of Vocational Rehabilitation to improve services and programs for students with disabilities.

The Salisbury-Elk Lick School District operates its own learning support, autistic support, and emotional support programs. The district contracts with Appalachia Intermediate Unit 8 to provide social work and Speech/Language Support Services. The district utilizes the Intermediate Unit to provide other needed services, guidance, and training to students, staff members, and families. The district also contract with CAMCO PT/OT to provide physical and occupational therapy services to those students who require this support.

Salisbury-Elk Lick School District has all highly qualified teachers except for High School Spanish. All teachers have been trained or in-serviced on differentiated instruction, universal design for learning, inclusion and the SAS Toolkit. Updates in the field of special education are provided on a regular basis by the District Special Education Coordinator and special education staff. Every teacher within the District uses differentiated instruction in his/her individual lessons to ensure that all the student needs are being met, including the students with IEPs. Paraeducators receive twenty (20) hours of continuing education annually.

A programming strength is the use of inclusionary practices with identified students, implementing the necessary adaptations and modifications. Students who are able to participate in regular education classes are included to the maximum extent possible. Our elementary learning support teachers collaborate with regular education teachers on a regular basis to assist with the implementation of individual learning goals. The learning support teacher and support staff in the high school go into the regular education classrooms on a daily basis to meet individualized learning goals and specially designed instruction requirements for students with IEPs. As a result of this approach, the amount of time identified students participate in regular education classes has increased dramatically at the high school level. Between the 2015-2016 and 2016-2017 school years, the percentage of students with special needs who receive instruction in the general education environment for 80% or more of the school day increased by 17%. The students and parents in our District have been quite receptive to this inclusive practice.

Another programming strength is the number of in-service trainings and workshops on special education topics that our District provides to staff. Trainings on confidentiality, inclusionary practices, differentiated instruction, universal design for learning, IEP requirements, transition, classroom adaptations and modifications, Pennsylvania Core Standards, SaS Toolkit,

restraints and de-escalation techniques are conducted annually. Resources are provided to back up the trainings. Our District utilizes outside sources of training to better provide programs to identified students. The entire staff has been trained in effective behavior management. District funds are used to support and reinforce a school-wide behavior plan that provides more effective academic and behavior support to our students. The District also provides weekly counseling sessions in collaboration with an outside agency to students deemed academically or behaviorally at risk.

Over the past 4 school years, the district's overall graduation rate has been 96% or higher. During the past 2 school years, the overall graduation rate was 100%. The graduation rate for students with special needs has been 100% during the past 4 school years.

Our District provides programs for secondary special needs students to prepare them for post-secondary life. Identified students may attend the Somerset County Technology Center or enroll in Agricultural Mechanics or Business/Administrative Assisting Vocational Programs at Salisbury. This enables these students to pursue job training in their areas of interest. Identified students who participate in these programs can benefit from job shadowing, mentoring opportunities and work release programs. Students with special needs are also referred to the Office of Vocational Rehabilitation, and OVR counselors are invited to IEP meetings. The school district has developed relationships with local businesses to allow some students to work during part of their school days. Through cooperation with PDE/PaTTAN, IU8, other school districts, and local businesses and colleges, we are providing for the needs of all of our students.

The Salisbury-Elk Lick School District has an excellent transition program that works in collaboration with transition agencies, nearby districts and local businesses to provide work placement for identified students. A key component of our transition program is working with our students on self-advocacy skills. When students enter seventh grade, they begin to work with staff on skills that will help them share their strengths and explain any weaknesses they may have. By graduation, students are able to go to teachers/employers/college professors and advocate for themselves. Teachers at the high school level also complete annual transition opportunities surveys. The teachers are asked to look at each of their courses and list transition opportunities for students (i.e. World Cultures lists responsibility, test-taking skills and time management skills under Post-Secondary Education/Training; meeting deadlines, cooperation, technology, organization, and time management under Employment; and reading maps, organization and time management under Independent Living). Prior to the annual IEP meeting, a Student Transition Survey is administered to students to gain insight into their needs and vision for the future. Parents are also asked to complete a Parent Transition Survey that gives the District their perspective on what they see as needs/concerns that the District can be addressing and where they see their child post-high school. Transition assessments are used to determine appropriate activities and services to prepare students for post-secondary life in the areas of post-secondary education and training, employment, and independent living. The district partners with agencies such as OVR and local businesses to provide Transition opportunities and supports to students with special needs. The special education coordinator and transition coordinator collaborate with the guidance counselor to plan and provide these opportunities and supports to students. The district, working closely with Appalachia Intermediate Unit 8, participated in Indicator 13 training during the 2017-2018 school year. This

training was aimed at improving practices related to secondary transition. The district has increased and improved its use of transition assessments, is developing a transition map that outlines transition opportunities by grade level, is working to expand relationships with local agencies, employers, and colleges and universities, and is working to improve ease of access to transition resources by parents and students. The district will continue to maintain a strong collaborative relationship with Intermediate Unit 8 transition staff to continually improve and expand the transition program and work toward the highest level of excellence possible.

Providing appropriate programming for every student is an on-going goal at Salisbury-Elk Lick School District. Should the district be unable to achieve its goal of appropriate programming, alternative solutions are sought. In the past, the Salisbury-Elk Lick SD has had a close working relationship with a neighboring school district to provide Life Skills Support programming. Currently, no students enrolled in the district require this level of support, but if the need would arise, the district would work with this school district again. Because of our rural setting and long distance from facilities who provide programming for more intensive needs, the District, with support from PDE, has previously placed students in an out-of-state facility that is only eight miles away. Trained and certified counselors and staff provide full day Special Education programming and Emotional Support. The district provides Emotional Support and Autistic Support to those identified students who show a need for these services.

The Instructional Support Team, Guidance Counselor, and SAP Team work together with Multidisciplinary Teams and Individual Education Plan Teams to provide students with necessary supports to be successful. The District provides identified students with accommodations on assessments as noted in the IEP so that students can demonstrate their knowledge. Programs that help build self-esteem, team building skills and provide tutoring and mentoring opportunities are also in place at Salisbury-Elk Lick School District. The Junior/Sixth Grade Mentoring Program pairs sixth-grade students with juniors from the high school. Students meet once a week for peer tutoring and mentoring. This has been effective in helping to prepare students for the transition from the elementary building to the high school building for seventh grade.

If students have behavioral or academic issues that are impacting their educational progress, interventions are planned following a continuum of child mental health services. The District accesses the appropriate agency when students are identified through instructional support, guidance, student assistance, or special education programs and procedures. The Board provides funding to bring a licensed professional counselor to the district once a week to work with at-risk students. With parental permission, students, grades K-12, are taken for thirty (30) minute sessions to discuss academic and behavioral issues and positive ways to deal with them. The district also contracts with MD/ID/EI and Health Choices to bring in a counselor who focuses on older female students. With parental permission, concerns from counseling session are shared with Student Assistance Program (SAP) team members. The K-12 program serves to articulate supportive intervention services and assistance throughout the District. Offering this service to students has proven to be very successful. As counseling sessions produce positive results, the number of sessions is reduced from weekly to monthly or every other month to no meetings with the counselors. Students who achieve this level of success are monitored with a session every few months to once a year.

Other areas of cooperation are with the IU8 Early Intervention Program and with various

transition groups. The District schedules Early Intervention transition meetings in the spring of each year to plan for the transition of identified students into appropriate school-age programs. The Kindergarten orientation and screening procedures begin with parents registering their child. The process also includes various staff such as the School Nurse, Title I Reading Specialist, Speech/Language Therapist, Somerset Blind Center, Special Education Coordinator, principal and teachers who screen, gather information for record keeping and offer assistance and information to parents.

During the district's special education cyclical monitoring in 2016, the Bureau of Special Education commended the district for its foresight in establishing a school-based mental health program.

We feel we have an excellent program that meets the needs of our identified students. It is our goal to continue this level of excellence in providing the appropriate services.

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

There are no facilities.

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	4	0.4
Justification: Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.				
Locations:				
Salisbury-Elk Lick 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	8 to 9	5	0.6
Justification: Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.				
Locations:				
Salisbury-Elk Lick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	14	0.35
Justification: Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other. *This position's FTE does not total to 1.0 because the person filling this position also serves as curriculum coordinator for the district.				
Locations:				
Salisbury-Elk Lick Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 19	1	0.15
Justification: Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.				
Locations:				

Salisbury-Elk Lick Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Program Position #3*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 16	26	0.57
Justification: Sessions are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.				
Locations:				
Salisbury-Elk Lick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 16	4	0.5
Justification: Individual sessions utilized.				
Locations:				
Salisbury-Elk Lick Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 17	1	0.04
Justification: Individual sessions utilized.				
Locations:				
Salisbury-Elk Lick Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	1	0.06
Locations:				
Salisbury-Elk Lick Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	6	0.4
Locations:				

Salisbury-Elk Lick Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Salisbury-Elk Lick Elementary Building	1
Paraprofessional	Salisbury-Elk Lick Jr./Sr. High School	0.89
Special Education Coordinator	Salisbury-Elk Lick Elementary & Jr./Sr. High School Buildings	0.9

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	1 Days
Occupational Therapy	Outside Contractor	68 Minutes
Physical Therapy	Outside Contractor	45 Minutes
Social Worker	Intermediate Unit	30 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	Students with Autism Spectrum disabilities will be provided services by highly qualified personnel with the knowledge and skills necessary to meet their needs. Training sources will be IU8 and PDE/PaTTAN. In order to effectively provide supports and services to students with Autism, 100% of district staff will participate in these trainings. Trainings will focus on inclusive practices, behavior support, and instructional strategies. Data collection from trainings and IEP meetings will indicate staff participation. Evidence of student results will show a 2% decrease in behavior incidents and a 5% increase in inclusion over the course of the plan.
Person Responsible	Special Education Coordinator, Curriculum Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	1
# of Participants Per Session	40
Provider	IU 8, PDE/PaTTAN, Salisbury-Elk Lick School District
Provider Type	IU 8, PDE/PaTTAN, Salisbury-Elk Lick School District
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 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>
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	<p>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>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>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>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>
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>Participant survey</p> <p>Review of participant lesson plans</p>

Behavior Support

Description	In order to provide students with educational supports and services in the least restrictive environment, the Salisbury-Elk Lick School District will provide professional development opportunities focused on positive behavioral interventions and support. Trainings will also be provided on gathering data related to student behavior and the process of compiling and implementing Functional Behavior Analyses and Positive Behavior Support Plans. Staff members are also trained yearly in deescalation techniques as part of the Nonviolent Crisis Intervention Training. It is expected that a 1% reduction each year in student disciplinary referrals leading to suspensions will occur as a result of these efforts.
Person Responsible	Special Education Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	40
Provider	IU 8, PDE/PaTTAN, Salisbury-Elk Lick School District
Provider Type	IU 8, PDE/PaTTAN, Salisbury-Elk Lick School District
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 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	Provides leaders with the ability to access and use appropriate data to inform decision-making.

educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Joint planning period activities
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	Paraprofessionals in the Salisbury-Elk Lick School District will receive 20 hours
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	of professional development training annually. Paraprofessionals will attend County In-service Meetings, participate in on-site trainings and individual meet and discuss sessions to enhance the knowledge and skills necessary to meet the needs of the students. Paraprofessionals will also participate in online trainings. Salisbury-Elk Lick School District paraprofessionals will maintain 100% highly qualified status over the course of the plan.
Person Responsible	Special Education Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	4
Provider	Salisbury-Elk Lick School District, IU 8, PDE/PaTTAN, American Red Cross
Provider Type	Salisbury-Elk Lick School District, IU 8, PDE/PaTTAN, American Red Cross
PDE Approved	No
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 education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Online-Synchronous Offsite Conferences
Participant Roles	Paraprofessional

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading NCLB #1

Description	All student progress is monitored closely. Curriculum-Based Language Arts Assessments are given at the beginning, middle and end of the school year. Students are assessed in reading fluency, reading comprehension, vocabulary and language skills, and written language expression. Students who do not achieve 80% or higher on each assessed area are remediated and reassessed in the deficit areas to help reach that 80% goal. Classroom Diagnostic Testing results are also used as benchmark indicators of progress. These practices have resulted in better instruction and higher student results. The reading curriculum and its alignment with the Pennsylvania Core Standards is frequently revisited and refined. At the beginning of each school year, PSSA Assessment and Keystone Exam results are reviewed and students not meeting proficiency levels are placed in remediation classes to address needs and deficiencies. Staff is trained annually on tracking and analyzing data to inform instruction. Students will show a minimum year's growth on the PVAAS growth measure annually over the course of the plan.
Person Responsible	Curriculum Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	20
Provider	School Personnel

Provider Type	School Entity
PDE Approved	No
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 education specialists	<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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</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>Classroom student assessment data</p>

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Transition

Description	<p>During the 2017-2018 school year, the district participated in Indicator 13 training, working with the local Intermediate Unit Transition Contact to improve transition policies and procedures. The district has improved its use of transition assessments and is working to increase cooperation with agencies and employers.</p> <p>The district will continue to seek out ways to provide meaningful transition opportunities to each of its students and will help teachers to identify and include services and activities in their courses that promote student growth in relation to transition. The district will also continue to make student self-advocacy a learning priority for transition age students.</p> <p>The Special Education Coordinator will collaborate with the Transition Coordinator and Guidance Counselor to map transition opportunities including assessments, services, and activities for grades 7-12. These individuals will also collaborate to compile a student resource folder or packet that will assist students with disabilities in planning for life beyond graduation.</p> <p>The Salisbury-Elk Lick School District will provide learning opportunities to parents to help them plan for their children's success after high school and to access services outside of the school setting.</p> <p>Over the course of the plan, the district expects to see an increase of 1% each year in the number of students with disabilities who plan to enter a post-secondary setting.</p>
Person Responsible	Curriculum Coordinator, Guidance Counselor, Special Education Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	20
Provider	Salisbury-Elk Lick SD, IU8, PDE/PaTTAN
Provider Type	Salisbury-Elk Lick SD, IU8, PDE/PaTTAN
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 education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Parents</p>
Grade Levels	Middle (grades 6-8)

	High (grades 9-12)
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>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>Participant survey</p> <p>Review of participant lesson plans</p> <p>Portfolio</p> <p>Tracking grid of assessments and activities related to transition;</p> <p>Post School Outcome Surveys</p>

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer