

DRAFT

Huntingdon Area SD
Special Education Plan Report
07/01/2016 - 06/30/2019

DRAFT

District Profile

Demographics

2400 Cassady Ave Ste 2
 Huntingdon, PA 16652
 (814)643-4140
 Superintendent: Fred Foster
 Director of Special Education: Robin Whitsel

Planning Committee

Name	Role
Lorrie Bolton	High School Teacher - Regular Education : Special Education
Christy Clark	Parent : Special Education
Karolee Coffman	High School Teacher - Special Education : Special Education
Sandi Dinardi	Intermediate Unit Staff Member : Special Education
Lisa Estep	Elementary School Teacher - Regular Education : Special Education
Sean Powers	Administrator : Special Education
Cynthia Ritchey	Administrator : Special Education
Vickie Schneider	Middle School Teacher - Regular Education : Special Education
Gibbs Wendy	Middle School Teacher - Special Education : Special Education
Robin Whitsel	Student Services Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 378

Identification Method

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

The Huntingdon Area School District currently uses the discrepancy model for identifying students with specific learning disabilities. Our district ensures that we address whether the child does not achieve adequately for the child's age or meet state approved grade level standards in one or more of the following areas: Oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and/or mathematics problem solving.

Our process examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, determined not primarily as the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, or limited English proficiency).

The Huntingdon Area School District ensures that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. Repeated assessments of achievement were also conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Our district ensures that screening or early intervening activities do not serve as a bar to the right of parents to request an evaluation, at any time, including prior to or during the conduct of early intervening activities.

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: <http://penndata.hbg.psu.edu/BSEReports>

According to the 2013-2014 Special Education Data Report, the percent of LEA students with Emotional Disturbance (ED) has decreased since the last special education plan was written. The LEA currently exceeds the state percent by 7.1% and previously exceeded the state percent by 10.2%. The reasoning, per our child study team interpretation, may be that our district services a higher number of economically disadvantaged students, with families with a high unemployment rate, which may result in economic stressors, and family instability. Also parents are often reluctant to obtain professional services for their child outside of the school. Many of our students have issues that are more of a mental health nature rather than emotional disturbance, but all fit the criteria as *factors of behavior, which affect a student's progress in school*. Many of our students that are identified as ED are also students that are part of therapeutic foster care programs within our county and/or are already involved in some sort of outside counseling and intensive therapy in addition to the emotional support services that the school provides.

The Pupil Services Department continues to work with the Child and Adolescent System Services Programs (CASSP) team and regularly attends CASSP meetings to also encourage parents to access and be willing to accept outside counseling and intensive therapy in addition to the emotional support services that the school provides. We consistently review the data in the Pupil Services Department to prevent significant disproportionalities.

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?

The Huntingdon Area School District currently does not have any facilities that operate under Section 1306 guidelines. In the event that a facility would locate within the district, our district would fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outline in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between our district and 1306 facilities to ensure child find and provision of Free Appropriate Public Education (FAPE) for students with disabilities. Our district remains involved with the FAPE for our district's students that are placed in alternate facilities and serviced as a Section 1306 student. We continue to support the host district with planning and decision making. If evaluations are necessary, the Huntingdon Area School District would support the host district in completing the evaluation and determining if special education services are necessary.

When biological families hold educational rights, contact is made with the family to ensure that their *rights are secured*. The Huntingdon Area School District works closely with outside agencies and families, including foster families, to meet the needs identified for each student. The district

participates in Child and Adolescent System Services Programs (CASSP) meetings to ensure that all the individual needs of the student are being addressed and appropriate agency services are utilized.

Incarcerated Students Oversight

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

The Huntingdon Area School District takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within the Huntingdon County Jail. Specifically, our district complies with Child Find obligations of IDEA; utilizes appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; implement, timely review and/or develop Individualized Education Programs (IEPs) for eligible student in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP.

Presently the Huntingdon Area School District provides Child Find services by collaborating with the warden. Through scheduled classes and communication with personnel at the Huntingdon County Jail, we continue to locate, identify, and evaluate students in need of an education. The warden provides the district with a weekly list of new students less than 22 years of age. We interview the student and do an informal assessment upon the student's first week of incarceration and then from that screening an evaluation may be deemed appropriate.

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.

As evidenced by the 2013-2014 Special Education Data Report, the Huntingdon Area School District utilizes special education classrooms less than the SPP/APR Targets. The IEP team, with consideration of appropriate supplementary aides and services, remains the vehicle that guides our team members in developing least restrictive educational placements for all children with disabilities. The removal of a student with a disability from the regular education environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aides and services (including collaborative, instructional, physical, and social-behavioral); or if the student is unable to make meaningful progress on the goals included in his/her IEP. A student with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum or because of the nature or severity of the student's disability. An appropriate placement is determined only after considering the full continuum of special education programs and services, along with documentation and progress monitoring data, that a more restrictive educational placement is determined appropriate by the IEP team (i.e. special classes, special schools, home instruction, or instruction in hospitals and institutions). We have implemented training of inclusive practices and specially designed instruction for all teachers and paraeducators at all levels in order to provide knowledge and skills needed to teach students with disabilities in the regular education environment.

Co-teaching is utilized throughout the district to make the regular curriculum available to all students and enable them to achieve to their full academic potential. Ongoing training/support for co-teaching is available through district administration, as well as, the Tuscarora Intermediate Unit 11 (TIU 11). The district administration is also currently participating in the Co-Teaching PLC grant through PaTTAN in order to improve the district's co-teaching model. Regular and special education teachers collaborate at all levels, creating adaptations for special education students within the regular classroom. The district's commitment is further demonstrated in our description of services spanning the full continuum of special education services. We have students receiving itinerant through full-time services. Our district also provides programs/services for the education to *students for which there is a low incidence disability (complex health issues, and severe cognitive impairments, and autism)*. Our services provide students with evidence-based instruction and interventions within appropriate educational settings with peers. Placement decisions are made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and are made in conformity with the LRE provisions. Our district works collaboratively with TIU 11 staff to ensure that students utilize appropriate assistive technology devices so that they can make adequate progress in their least restrictive environments.

The Huntingdon School District currently contracts with a part-time Behavioral Analyst to assist with Verbal Behavior (VB) curriculum and instruction, provide support to the district's special education staff regarding students' behaviors, including assisting staff with Functional Behavioral Assessments (FBAs) and the development of Positive Behavioral Support Plans (PBSPs). During the 2016-2017 school year, the district is planning to hire a full-time psychologist/behavioral coach, instead of contracting outside the district, with the objective to provide support on a more consistent basis.

As an outcome of compliance monitoring during the 2014-2015 school year, the district is on an

improvement plan for students educated in other settings. With this in mind, our district met the SPP/APR Targets in all areas according to the 2013-2014 Special Education Data Report and will continue to monitor data to ensure continued compliance.

Behavior Support Services

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

Our district is aligned with all provisions of IDEA 2004 and Pa 22 School Code § 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Our district provides training in both CPI Nonviolent Crisis Intervention and Safety Care.

If Alternative Education for Disruptive Youth (AEDY) placements are discussed, the district utilizes criteria for referral that is not just due to behavioral or disciplinary problems, as AEDY programs are designed for seriously and persistently disruptive students. By law, our district may refer students to AEDY programs only if they demonstrate, to a marked degree, any of the 7 conditions. The programs considered enable all students to make normal academic progress and meet the requirement for graduation in our district. Placement in an AEDY program is only considered after all other options for improving behavior have been exhausted. This includes the use of our school's Student Assistance Program (SAP).

School wide positive behavior supports (SWPBS) are currently implemented at Southside Elementary School, Standing Stone Elementary School, and the Huntingdon Area Middle School and will be implemented at the Huntingdon Area High School during the 2016-2017 school 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.

The Huntingdon Area School District ensures that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers, and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids/services cannot be achieved satisfactorily.

Currently, our district is not experiencing difficulty ensuring FAPE to any specific disability category.

Programs throughout the surrounding school districts have been identified to help support students with severe emotional/behavioral needs, highly aggressive students, and students who have multiple disabilities, which are not able to be appropriately addressed within the regular school setting.

Placements are based upon the district's continuum of special education services that supports the access to a full continuum to meet the needs of children with disabilities. Special classes, separate schooling, or other removals from the regular educational environment occur only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; or is unable to make meaningful progress on the goals included in the student's IEP.

We do have a process in place that addresses hard to place students. First, the IEP team meets to identify the needs of the student and determine that all district's program options have been considered. Then the district will request a Child and Adolescent Student Service Program (CASSP) meeting. At this meeting, many agencies come together to help facilitate an appropriate placement and ensure that the needs of the student are being addressed. Once a placement is found, the district schedules a tour of the placement, as desired by the parent, and then holds an IEP team meeting to finalize the plans and secures the placement. The CASSP process has been successful in locating facilities and programs for students for whom it has been difficult to provide FAPE. Ongoing CASSP meetings are held on a regular basis to discuss transitional services in hopes that each student placed will be able to return to the home school.

Currently the district contracts a part-time behavioral analyst to ensure students' social and emotional needs are being addressed and to assist with increasing students' appropriate behaviors. During the 2016-2017 school year, the district is planning to expand the part-time psychologist position to a full-time position of psychologist/behavioral coach rather than contracting for a behavioral analyst. The goal is to better address students' behavioral needs by having a staff member within the district consistently, to better ensure students' social and emotional needs are being addressed and to assist with increasing students' appropriate behaviors.

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.

Our district takes pride in making all students and their families feel welcome by respecting all learning abilities. We provide individualized education programs with appropriate supplemental aides and services which enable students to be educated in the least restrictive environment with their non-disabled peers in the regular education classrooms to the maximum extent appropriate. Our special education department has a strong co-teaching partnership throughout our district at each level to ensure that our students are educated in the least restrictive environment. According to the *Special Education Data Report*, approximately 69.1% of our students receive their education fully included within the regular classroom environment. This is compared to the state average of 61% and the State Performance Plan Target of 65%. Ongoing training/support for co-teaching is available through the district administration and the Tuscarora Intermediate Unit 11 (TIU 11) staff. The district administration is currently participating in the Co-teaching PLC grant through PaTTAN in order to improve our co-teaching delivery and instruction.

Our district reviews our research based direct instruction programs to make sure that all are aligned to the PA Core Standards and meeting the needs of our students with disabilities.

Our district encourages professional development for our special education staff through monthly special education faculty meetings, Act 80 Day trainings, Professional Development days, viewing of webinars, attendance at networking meetings, attendance at conferences, and enrollment in college courses.

Our district utilizes a district wide progress monitoring program that enables the special education staff to effectively monitor students' progress on their goals in a time efficient manner.

The district provides services to students with low incidence disabilities throughout the district, ages 5-21.

The Huntingdon School District currently contracts a part-time behavioral analyst to be a VB curriculum coach, provide support to the district's special education staff regarding student behaviors, including assisting staff with Functional Behavioral Assessments (FBAs) and the development of Positive Behavioral Support Plans (PBSPs). During the 2016-2017 school year, the district is planning to expand the district's part-time psychologist position to a full-time psychologist/behavioral coach position in order to provide behavioral services more consistently. The district annually provides the staff training in Nonviolent Crisis Intervention (CPI) training and Safety Care. It should be noted that staff are given the opportunity to select which training they attend, either CPI or Safety Care.

The use of the Child Study Team has proven to be effective in meeting the Federal Regulation in regards to Chapter 14, as well as, a component of Response to Intervention. The CST is group of professionals who provides consultative, evaluative, and prescriptive services to parents and students. The CST encompasses parent(s), a regular education teacher, special education teacher, school psychologist, building administrator, guidance counselor, the Director of Pupil Services and/or Assistant Director of Pupil Services. The district's therapist(s): occupational, speech/language, and/or physical therapist, as well as, consultants may also participate as deemed necessary. Any agency representatives that are involved with the child are also invited to be a

member of the CST process. These individuals provide a variety of services to the staff, parents, and students. Services include child find (Chapter 14.121), intervention, consultation, identification, assessment (Chapter 14.123), program planning (Chapter 14.131), educational placement (Chapter 14.155), program development and in-service education.

One of our greatest strengths is in the positive relationships that we experience with our community agencies and mental health service providers. Our collaboration is essential in ensuring a free appropriate public education for many of our students with disabilities. We are knowledgeable about the offerings of all of our local agencies and work hard to foster these relationships, so that together as a community we can offer additional services and supports for our students.

The district has an excellent working relationship with the local pre-K programs in the community to ensure that the transition to kindergarten is an easy one. Each year (January/February), the district representatives meet with early intervention staff and parents to plan for the transition of each child coming to kindergarten the following year. After the student is registered for kindergarten, the IEP team meets to develop an appropriate school-aged IEP for the student to ensure a seamless transition into kindergarten. The district also arranges transition meetings within the district for each grade level transitioning to a new building. Students are able to visit their new buildings, take a tour, and ask questions about their upcoming school year. The students are given the opportunity to visit the building multiple times if necessary in order to relieve anxiety about the transition. When feasible, special education case managers meet with next year's case managers to exchange information regarding each individual student.

Our district also includes a full continuum of support options for students including: learning support, autistic support, emotional support, life skills support, blind and visually impaired support, deaf or hearing impaired support, multiple disabilities support, physical support, and/or speech and language support.

Our district also has worked to establish a strong community-based education and work experience (ex: Juniata College, Westminster Woods, Meals on Wheels, and the Special Needs Athletic Association of Huntingdon County). Students regularly volunteer at community businesses. Other community-based instruction occurs in stores, restaurants, and during participation in leisure activities which are provided by the district. Transition aged students with disabilities that, upon graduation, are preparing to be employed through agencies, such as SKILLS of Central Pennsylvania, may be granted a period of time during their senior year to work at the facility so that a seamless transition can be made. Our district also works with the Office of Vocational Rehabilitation (OVR) and Service Access Management (SAM) to schedule meetings with parents and students so that they are able to obtain agency support and funding upon graduation.

Each student age fourteen and over has an individual transition folder that follows him/her from grade to grade providing him/her with a framework for class scheduling, career exploration, and planning for postsecondary options. The student and the case manager update this transition portfolio at least annually.

The school district's Assistant Director of Pupil Services attends Transition Coordinating Council (TCC) meetings to receive updated information/resources related to transition services and disseminates it to special education faculty.

The district also has an Ameri-Corps worker who works directly with the students completing transition activities, services, surveys, assessments, post-secondary education research, graduation

requirements, and/or preparing students to be more marketable (e.g., improving their interviewing skills, teaching them how to complete job applications, assisting them with the preparation of a resume, and also helping them to increase their self-determination skills and self-advocacy skills). The Ameri-Corps member is key in communicating with parents, students, and agencies in transition activities.

Our staff consists of twenty-five certified and highly qualified special education teachers, two full-time speech therapists, one full-time occupational therapist, and one part-time physical therapist.

Our district also utilizes Tuscarora Intermediate Unit services for a part-time speech therapist, part-time teacher of visually impaired, and a part-time teacher of deaf/hearing impaired. In addition to the Director and Assistant Director, the district has one full-time administrative assistant to assist in data management, compliance reporting, and Access coordination. Our district also has 36 highly qualified paraeducators. Our district offers, free of cost to all paraeducators, the opportunity to earn the required twenty hours of professional development as per Chapter 14.

Our district plans to continue to offer parent trainings each year based on parent need as determined through the parent survey posted on the website. Training topics could include transition, behavior support, postsecondary options for students with learning disabilities, autism, reading, mathematics, how to access community support services, and Chapter 14 including the IEP process.

Assurances

Special Education Assurances

No policies or procedures have been identified.

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
Western PA School for the Blind Children	Approved Private Schools	Education for Blind Children	*
NHS School	Other	Autistic Support/Emotional Support	*
Soaring Heights School	Other	Autistic Support	*
Pathways Adolescent Center	Other	Residential Treatment Facility	*
Bradley Center	Other	Residential Treatment Facility	*
Silver Springs Martin Luther School	Other	Residential Treatment Facility	*
Adelphoi Ketterer Charter School	Other	Residential Treatment Facility	*
Diversified Treatment Alternatives Educational Program (DTA)	Other	Residential Treatment Facility	*
Huntingdon County Career and Technology Center	Other	Career and Technical Education	29

* There are less than 11 student in group/subgroup; therefore, data is not publicly displayed to protect student confidentiality.

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in number of students on the caseload

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	12	0.35
Southside	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	5	0.65
Justification: Grouping of students complies with age range requirements.							

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in number of students on caseload

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	14	0.4
Southside	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	3	0.6

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in enrollment and student need

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs	Itinerant	Emotional Support	5 to 11	8	0.5

		are operated					
Justification: Grouping of students complies with age range requirements							
Southside	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	4	0.5
Justification: Grouping of students complies with age range requirements							

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: change in enrollment

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	43	0.75
Justification: Grouping of students complies with age range requirements							
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	8	0.25
Justification: Grouping of students complies with age range requirements							

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in student number

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.35
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.65

Program Position #6*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in number of students***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	11	0.35
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	4	0.65

Program Position #7*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in number of students***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 9	5	1
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.							

Program Position #8*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in number of students on caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	5	1

		operated					
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Program Position #9*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: change in enrollment***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 11	6	0.75
Justification: Grouping of students complies with age range requirements							
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 11	5	0.25
Justification: Grouping of students complies with age range requirements							

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: change in enrollment and support needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	6	0.5
Justification: Grouping of students complies with age range requirements							
Standing Stone Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	6	0.5
Justification: Grouping of students complies with age range requirements							

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: enrollment change*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	56	1
Justification: Grouping of students complies with age range requirements							

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* change in building enrollment and services**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	8	1

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* student enrollment in building and need**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	9	0.3
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.7

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* change in caseload**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	15	0.5
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	2	0.5

Program Position #15*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	12	0.5
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.5

Program Position #16*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: change in building enrollment***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	19	1

Program Position #17*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016*

Reason for the proposed change: building enrollment change

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	10	1

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: building enrollment change and student need

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	18	0.5
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	3	0.5

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: building enrollment change

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	15	0.5
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	2	0.5

Program Position #20

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: caseload change***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	2	0.5
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.5

Program Position #21*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: caseload change***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	14	0.5
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.5

Program Position #22*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Caseload change***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	2	0.5
Huntingdon Area High School	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning Support	13 to 17	8	0.5

	School Building	Education programs are operated	but More Than 20%)				
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Program Position #23*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: change in enrollment and student need***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	18	1

Program Position #24*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: change of enrollment and student need***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	9	0.5
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	3	0.5

Program Position #25*Operator: Intermediate Unit***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in age***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.02

Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itnerant	Blind or Visually Impaired Support	12 to 13	3	0 06
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Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 957 sq. ft.

Square footage of this classroom: 529 sq. ft. (23 feet long x 23 feet wide)

Reason for the proposed change: change in enrollment and support needs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 12	4	0.5
Justification: Grouping of students complies with age range requirements.							
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	5	0.5
Justification. Grouping of students complies with age range requirements							

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in building enrollment and needed services

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itnerant	Learning Support	12 to 13	2	0.25
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	11	0.75

Program Position #28

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: building enrollment change and support need***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	10	1

Program Position #29*Operator: Intermediate Unit***PROGRAM DETAILS***Type: Position**Implementation Date: July 21, 2016**Average square feet in regular classrooms: 576 sq. ft.**Square footage of this classroom: 506 sq. ft. (23 feet long x 22 feet wide)**Reason for the proposed change: student need for services***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	29	0.45
Justification Grouping of students complies with age range requirements							
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 18	4	0.07

Program Position #30*Operator: Intermediate Unit***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: 144 sq. ft.**Square footage of this classroom: 81 sq. ft. (9 feet long x 9 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.02

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	District Wide	1
Psychologist	District Wide	1
Occupational Therapist	District wide support	1
Paraeducator	Southside Elementary	2
LPN/Paraeducator	Southside Elementary	0.71
Paraeducator	Standing Stone Elementary	17
LPN/Paraeducator	Standing Stone Elementary	1
Paraeducator	Huntingdon Area High School	6
Paraeducator	Huntingdon Area Middle School	7
LPN/Paraeducator	Huntingdon Area Middle School	1
Physical Therapy	District Wide Support	0.2
Paraeducator	NHS State College	1
Assistant Director of Pupil Services	District Wide	1
Psychologist/Behavioral Coach	District Wide	1
Administrative Assistant for Pupil Services Department	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavioral Analyst	Outside Contractor	2 Days
Hearing Therapy	Intermediate Unit	5 Minutes
Vision Support Services	Intermediate Unit	1.5 Hours
Speech and Language Therapist	Intermediate Unit	2 Days
Orientation and Mobility	Intermediate Unit	25 Minutes
PCA at out of district LRE	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description

Our district provides Verbal Behavior instruction for students in classrooms throughout the district. Faculty and staff working with students receiving Verbal Behavior instruction are required to participate in the Intensive Skill Training in Applied Behavior Analysis for Teams Supporting Students with Autism through PaTTAN. In addition, ongoing support will be provided to teachers, therapists, and paraprofessional through our district psychologist/behavioral coach trained in Applied Behavior Analysis. Parents are invited to participate in an annual training on Verbal Behavior Analysis/Autism.

Person Responsible

Director of Pupil Services, Assistant Director of Pupil Services

Start Date

7/1/2016

End Date

6/30/2019

Program Area(s)

Professional Education, Special Education

Professional Development Details

Hours Per Session	8.0
# of Sessions	3
# of Participants Per Session	18
Provider	PaTTAN
Provider Type	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>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	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Paraprofessional New Staff Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring
Evaluation Methods	Classroom student assessment data

Behavior Support

Description

De-escalation techniques (on-going CPI or Safety Care Training): The district annually provides training in Nonviolent Crisis Intervention (CPI) and Safety Care to teachers and paraprofessional who work with students with behaviors, especially those students who routinely exhibit physically aggressive behaviors. *The training provides staff with de-escalation techniques and ways to safely restrain students if necessary.* The training requires recertification on an annual basis.

The district also has School Wide Positive Behavior Supports implemented at Southside Elementary, Standing Stone Elementary, the Huntingdon Area Middle School, and will be implementing it in the Huntingdon Area High School during the 2016-2017 school year. Training and ongoing support is provided

annually to the district faculty and staff through the Huntingdon Area School District.

The district will annually provide behavior support training to parents. The district also works with community agencies and parents to improve students' behaviors.

Person Responsible	Director of Pupil Services, PD committee, Administration
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	8.0
# of Sessions	2
# of Participants Per Session	25
Provider	Tuscarora Intermediate Unit 11 Huntingdon Area School District
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 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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Mentoring/modeling of appropriate use of techniques
Evaluation Methods	review of special education data and review of behavior support plan components

Paraprofessional

Description

Paraprofessionals will complete their annual 20 hours of training as required by Chapter 14 Regulations. Paraprofessionals may accumulate hours through the Paraeducator conference (10 hours annually) during the summer of the 2016-2017, 2017-2018, 2018-2019 school years. Paraeducators are invited to participate in the online trainings available through PaTTAN, in-service days before the first day of school, Professional Development days held annually, and staff meetings (8 special education staff meetings per year) during the 2016-2017, 2017-2018, 2018-2019 school year. Depending on assignment to the VB classrooms, paraeducators will be offered the opportunity to participate in VB Bootcamp offered by PaTTAN. Paraeducator hours will be verified annually with a certificate of completion being presented through the District's Pupil Services Department.

Person Responsible

IU staff, Director of Pupil Services, PD committee

Start Date

7/1/2016

End Date

6/30/2019

Program Area(s)

Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	36
Provider	Director of Pupil Services, IU Staff, Teachers, Agency Representatives,

	PaTTAN Staff
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Completion of this section is optional for Special Education.
Research & Best Practices Base	Completion of this section is optional 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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation Online-Synchronous
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	Classroom observations of best practices and techniques
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading NCLB #1**Description**

Reading-using scientific research-based instructional programs such a Reading Mastery, Corrective Reading, Wilson Reading, and Flex Literacy. All new special education teachers who teach direct instruction reading will be trained to implement the programs effectively and with fidelity in order to increase students decoding, fluency, and comprehension skills. Refresher training will be offered annually to special education teachers that have been previously trained in direct instruction reading.

Person Responsible

Director of Pupil Services and Assistant Director of Pupil Services

Start Date

7/1/2016

End Date

6/30/2019

Program Area(s)

Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	7
Provider	Tuscarora Intermediate Unit 11 and/or Huntingdon Area School District
Provider Type	IU
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	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers

	New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

Transition

Description

Postsecondary transition trainings to post-secondary education, work, and/or independent living are provided to students, parents, staff, and community members. Transition training topics may include: Office of Vocational Rehabilitation (OVR), transition assessments, post-graduation outcomes, community agencies, and other topics as determined through a parental survey.

The district will work in conjunction with the Tuscarora Intermediate Unit to provide trainings related to writing and improving transition plans for students with disabilities.

The Assistant Director of Pupil Services or district's transition coordinator will attend Transition Council Meetings and disseminate transition resources/information to special education teachers.

Students will have the opportunity to participate in an annual visit to Hiram G. Andrews and also have the opportunity to attend an annual career/transition fair. Parents will be annually supplied with transition information.

Person Responsible

Director of Pupil Services and Transition Coordinator, Assistant Director of

Pupil Services
Start Date 7/1/2016
End Date 6/30/2019
Program Area(s) Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	35
Provider	Tuscarora Intermediate Unit, Huntingdon Area School District, and Agency Representative(s)
Provider Type	IU
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	Increases the educator's teaching skills based on research on effective practice, with attention given to <i>interventions for struggling students</i> . Empowers educators to work effectively with parents and community partners.
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 Department Focused Presentation
Participant Roles	Classroom teachers School counselors Paraprofessional New Staff Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Development of transition services for students age 14 or older in their IEPs
Evaluation Methods	Review of written reports summarizing instructional activity Portfolio SPP targets

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