

Plum Borough SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

900 Elicker Road  
Plum, PA 15239-  
412-795-0100  
Superintendent: Brendan Hyland  
Director of Special Education: Ashlea Rineer-Hershey

## Planning Committee

Name	Role
Kelly Gibson	Ed Specialist - School Psychologist : Professional Education Special Education
Dana Iera	Ed Specialist - School Psychologist : Professional Education Special Education
Joan Cocca	Parent : Special Education
Carol Pupilli	Parent : Special Education
Sergio Robledo	Parent : Special Education
Sandi Robledo	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 515

### *Identification Method*

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

The Plum Borough School District (PBSD) utilizes the Discrepancy Model, which assesses whether a substantial difference, or discrepancy, exists between a student's scores on an individualized test of general intelligence (ability or IQ test) and his or her scores obtained for one or more areas of academic achievement. A linear regression approach, examining the standard error of estimates, is utilized to determine if a statistically significant difference exists between the measured cognitive ability and performance on norm-referenced assessments of academic achievement. Additionally, the inclusionary and exclusionary criteria set forth by the Department of Education are examined in the determination of the existence of a specific learning disability.

Although the Discrepancy Model is currently utilized in the determination of a specific learning disability, the PBSD has embraced the Multi-Tiered System of Supports (MTSS) model for grades K-6 as a means of supporting struggling learners in a three-tiered model. In addition to a research-based PA Common Core curriculum, benchmark assessments are administered in both Reading and Math three times yearly at the elementary level. This data, along with local and state assessments, are utilized to make decisions about tiered interventions at the strategic level (bi-weekly), or at the intensive level (once weekly) in addition to the core curriculum. Student progress is monitored regularly as part of monthly data team meetings at each elementary building.

Additionally, the elementary buildings hold grade level data meetings on a monthly basis with the core team (principal, intervention teachers, reading specialists, school psychologists, speech and language pathologists, and counselors) to review data as well as student progress. The district is committed to refining the MTSS process and will seek to use professional development to support high quality instruction and implement interventions with fidelity.

### *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>

Review of data indicates that the district, overall, is lower than the state average in percentage of students with disabilities (State= 16.5%, PBSA = 13.6%). The percentage of students with disabilities is lower than the state average by a difference of 2.9 percent.

When reviewing the data for the 2016-2017 school year, the district was higher than the state average in the category of Autism at 13.0%, compared to the state average of 10.7%. Many students obtain an Autism diagnosis from an outside clinician, oftentimes prior to entering kindergarten. The district utilizes many sources of information to determine Autism eligibility and need with regards to specially designed instruction. The district has provided staff with a variety of resources and trainings that are useful for students with Autism.

The district was lower than the state average in the category of Emotional Disturbance at 6.4%, compared to the state average of 8.5%. The district has contracted with a behavioral specialist in order to be more proactive with behavioral difficulties in the academic setting. Behavior consultations are used more frequently at the elementary level. In addition, the school counselors work with students to promote social skills, using evidenced based curriculum and skills. We utilize our community provider through the Student Assistance Program to implement social skills groups to also be proactive with managing emotions. Many families within our district seek outside support for their children, which often prevent emotional concerns from impacting the children academically.

The district has a higher proportion of students with Hearing Impairment Including Deafness than the state average (State = 1%, PBSA = 2.3%). Hearing Impairment Including Deafness is a low incidence disability, so the percentage can be greatly impacted based on a difference of just a few students. The district contracts with the Allegheny Intermediate Unit (AIU) to provide hearing support services to students. However, when AIU services are not enough and the student requires a more intensive program, the district is fortunate to have access to The Western Pennsylvania School for the Deaf and the DePaul School for Hearing and Speech within 10-15 miles of the district.

The district was lower in the category of Intellectual Disability (Mental Retardation) at 2.7%, compared to the state average at 6.5%. We do have many adaptive rating scales that are utilized during the evaluation process to be sure students are being properly identified. As the population of students with varying needs changes in the PBSA, the number of students identified will also shift and at this time PBSA feels confident that the 2.7% of students accurately reflects the students with Intellectual Disabilities. Additionally, we do have many students that have a primary diagnosis other than Intellectual Disability, with Intellectual Disability as the secondary disability category.

The district was higher in the category of Speech and Language Impairment at 19.0%, compared to the state average at 14.7%. Currently, the district is revisiting ways to provide support to general education teachers in order to promote student growth in speech and language. After further exploration, the district believes that identification is appropriate, however, more support is needed when students should be exited from speech and language services. The district needs better communication with parents so that they understand what the end goal of speech and language support is for school age services.

The district was lower in the category of Other Health Impairment at 11.1%, compared to the state average at 14.9%. The PBSB has a well-equipped nursing staff throughout the district that works closely with general education teachers in order to support students with any health related needs. Being proactive at the beginning of a student's educational career has led to the implementation of well written 504 Plans that adequately provided accommodations for students with health related needs.

### *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. Within the PBSB, there are residential facilities that have students of school age. The PBSB is committed to ensuring these students receive a free and appropriate education (FAPE) in the least restrictive environment. Our district is active in ensuring that the student is provided with an appropriate program of special education. In addition, we maintain communication with the school district of residence in order to keep them informed and to seek their advice based on their knowledge of the student. Lastly, we are aware of our ability to agree upon an arrangement of educational and procedural responsibilities with the school district of residence, given approval by the Department of Education and after notice and comments are provided to the parents of the student.
  2. To ensure that students are receiving a free and appropriate public education (FAPE) in the least restrictive environment, PBSB reviews each student on an individual basis. Review consists of communication with parents, school district of residence, as well as with the residential facility. PBSB is part of the team to review the current IEP, discuss current needs, and create a transition into the current placement. At times, our district may ask for an inter-agency meeting to ensure that all providers for the student are aware of the current status and placement.

3. We have no current barriers, but would keep in mind that barriers could include not having appropriate communication with outside stakeholders, such as parents or outside providers. Should that occur, the district would work collaboratively with any agency involved and would seek guidance from the Allegheny Intermediate Unit and PaTTAN if necessary in order to provide a free and appropriate education in the least restrictive environment and a smooth transition would occur.

### *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).

Upon notification that a district student has been incarcerated and may be eligible for Special Education, the district will contract appropriate services through the Allegheny Intermediate Unit or the host school district that provides the educational services to the students that have been incarcerated in facilities located within their attendance area. The PBSB would follow all Child Find procedures currently in place and would ensure that, if needed, a thorough evaluation would occur or that the most recent IEP is followed to the best extent. PBSB would communicate with the host district to the fullest extent to help guide the best educational decision for that student.

### *Least Restrictive Environment*

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

1. The Plum Borough School District's LRE is reflective of a higher percentage of special education students inside the regular class for 80% or more of their day. With a percentage of 69.6% of special education students inside the regular education class for 80% or more of the school day at PBSB, we are lower than the state average of 62.4%. The Special Education Department has made it a priority

to ensure that every IEP meeting focuses the conversation of individual students on their least restrictive environment. Training and support for accommodations and modifications within the general education are always a part of that discussion. In addition, our special education teachers have been trained and encouraged to use the "Questions for IEP Teams" section of an IEP to ensure that supplementary aids and services are always considered.

Some of our students with significant needs are sent to outside placements, which prohibit them being able to be included in the general education classroom. However, the PBSB has added three Life Skills programs (K-3, 4-6, 7-12+) to our District. In doing so, this allows more flexibility and opportunity for students to participate with nondisabled peers.

2. PBSB's goal is to ensure that all students with disabilities are actively engaged as members of diverse, age-appropriate general education classes in their neighborhood school with accommodations and modifications provided to support learning and participation. In all cases, the IEP teams consider and determine whether there is a need for instruction outside of the general education setting and for what portion of the school day.

If the IEP teams determine the general education classroom appropriate, then supplementary aids and services, adaptations and/or accommodations will be established. If the IEP team determines that FAPE cannot be delivered in the general education classroom, the IEP team moves to the next step along the continuum of placement options to determine where FAPE can be delivered. The next step on the continuum is direct instruction from a special education teacher in the special education classroom within the school setting. IEP teams are encouraged to first consider itinerant services for all students moving along the continuum of placement options to a more restrictive setting. From there, if it is determined that FAPE is required in a more restrictive environment, then the IEP team would consider supplemental services and specially designed instruction.

The district has implemented various initiatives over the past few years to be sure students with special education students are being properly supported in their LRE. Improvements have been made to better prepare our teachers to meet the needs of students.

Many of our classrooms at the junior high and high school buildings offer co-taught classrooms with a general and special education teacher teaching jointly to best meet the needs of all students within the general education classroom. We have teams of teachers that have been co-teaching together for many years. Also, this year (2017-2018) after teaming with Intermediate Unit #3, ten pairs of teachers have participated in a multi-day training on co-teaching to better prepare our teachers to work together in the classroom and implement new instructional approaches to meet students needs.

Additionally, during this year (2018-2018), all special education teachers were trained in multiple direct instruction reading and mathematics programs that are being implemented with any students in need of pullout reading or mathematics instruction within the special education classroom. Although these students are missing out on time within the general education classroom, we feel confident the growth we will see in reading and mathematics will allow our students to more quickly

return to the general education classroom ready to join their general education peers and make adequate progress.

We have also continued to grow the school wide positive behavior interventions & supports model that began in one of our elementary schools three years ago. The high school received a grant from PDE during the 2015-2016 school, which allowed staff and administration to receive training on SWPBIS and then effectively implement this in grades 9-12. We have found that this implementation of SWPBIS has decreased behavior and discipline issues leading to decreased need for high students to receive pull out instruction.

With the combination of these various initiatives, we feel PBSD is making continuous changes to continue to make sure we are maintaining students LRE in the general education setting whenever appropriate. The district will continue to make efforts to improve programs to best meet the needs of our students.

3. According to the state's Special Education Data Report, in the 2016-2017 school year, the Plum Borough School District educated 7.3% of special education students in other settings, as compared to the state average of 4.9%. This percentage has dropped since previous years (2013-14 school year: 10.5%, 2014-15 school year: 9.8%, 2015-16 school year 8.6%). This percentage has dropped significantly due to the implementation of three new Life Skills programs within our district. In order to assure that LRE requirements are met for students placed in outside placements, the PBSD makes it a priority to attend and participate in all IEP meetings. In addition, we ask for quarterly reports from outside placements that update our district on the student's progress and attendance and behavior. We constantly communicate with parents that our goal is for our students to come back to their home school.

### *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.

1. Plum Borough School District's Positive Behavior Supports policy/procedures include research-based practices and ensure that restraints are only used as a last resort. The Plum Borough School District's Behavior Support for Special Education reflects the effective strategies, methods, and techniques that govern student positive behavior support. Exceptional students who display disruptive behaviors require a plan of action that is governed by Pennsylvania's Chapter 14



Regulations of the Bureau of Special Education. The Plum Borough School District's Behavior Support for Special Education consists of three phases.

- At Phase I, the educational personnel of the Plum Borough School District recognize that good classroom management is a prerequisite to good student behavior and successful student learning. Effective management involves both preventing the occurrence of problem behaviors and responding to the occurrence of problem behaviors. Prevention involves implementing engaging instructional lessons, clarifying educational expectations, and creating a supportive classroom environment. Citizenship skills should be developed, and partnerships should be established with parents/guardians. The measures of Phase I include high academic engagement, supportive environments, develop citizenship skills, clear educational expectations, parental partnerships, and positive discipline.
- At Phase 2, the school personnel of the Plum Borough School District adhere to Pennsylvania's Chapter 14 Regulations. Stated in the guidelines is that a behavior support plan is required when an eligible student exhibits challenging behaviors that significantly reduce the student's ability to learn. Chapter 14 Regulations state that positive rather than negative measures form the basis of behavior support programs. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual child's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The behavior support plan includes interventions that will improve self-concept, teach alternative social skills, provide consequences to modify behavior, and assess the impact of the behavior support plan.
- At Phase 3, crisis management procedures have been developed by the school personnel of the Plum Borough School District to de-escalate serious situations caused by severe student problem behavior. The procedures include techniques that are more intrusive to personal freedom than the intervention measures outlined in Phases I and II. They are implemented to alleviate a crisis situation in order to prevent harm to the student or to others and not to punish the student. The techniques may involve removing the student from a setting or physically restraining a student during an altercation. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective

The Plum Borough School District has recently been awarded the PDE Establishment Grant for SWPBIS at our High School. Because of this grant, the high school has created a SWPBIS team, which includes students, and has begun to introduce SWPBIS to the rest of the staff and students. Classroom behavior management strategies that will be implemented include modeling of appropriate behaviors, recognition of positive behaviors being used, pro-active classroom management, and social problem solving. In addition, other school buildings have some form of PBS, which promotes appropriate behaviors. Schools utilize classroom management, the use of

counselors and service providers, and communicate expectations to all staff, students, and parents.

2. Non-Violent Crisis Intervention (CPI) training is being used in the Plum Borough School District, which focuses on verbal de-escalation. The program emphasizes de-escalation methods rather than just how to perform restraints. The training focuses on crisis development/behavior levels and choosing the appropriate staff Intervention, useful non-verbal techniques which can help in preventing acting-out behaviors, using verbal techniques to de-escalate behavior, demonstrating Crisis Prevention Institute's Principles of Personal Safety to avoid injury if behavior escalates to a physical level, demonstration of physical control and restraint positions to be implemented when physical restraint is necessary as a last resort due to an individual's dangerous behavior, and using postvention after a crisis with both the acting-out individual and staff members as a step toward preventing future crisis.

PBSD uses a crisis model for behaviors that present a clear and present danger to the student or others. These procedures may include such activities as ensuring the safety of student and other students, notifying the parent/guardian to request that he/she comes to the school, notifying the police, notifying RESOLVE, calling emergency services and ambulance, and non-violent therapeutic physical crisis intervention by trained staff. If a student's behavior is considered to be life threatening in nature, the teacher will take the appropriate action to protect all individuals in proximity who may be affected. The School Resource Officer should be notified and the principal should be called. When there is a crisis situation, the crisis team in that building is called to respond. When there is a present danger to the student or others, a restraint may be utilized as a last resort. However, when a restraint is used, the incident must be documented using the Restraint Report, the parent will be notified of the incident as soon as possible by the building principal, and a meeting must be convened with the parent within 10 school days to plan for the student's return to the classroom. The PBSD also has available a TIPS line for any student or parent to notify administration and the school resource officer of any concerning behavior.

As evidenced by restraint data entered into the RISC system and current restraint reports, the PBSD maintains and reports data on restraints as required by PDE. As part of the PBSD Restraint procedures, a Report of Physical Restraint form must be completed and submitted to the Director of Special Education when a restraint occurs. Approved private schools that educate our students are also required to forward their RISC forms to the Director of Special Education at PBSD within 24 hours of the restraint.

For students who require specific interventions to address behavior that interferes with learning, the IEP team must discuss this special consideration prior to developing the IEP and check the related box on the Special Considerations page of the IEP. Checking this box on a student's IEP is evidence that a behavior support plan must be developed because the student is displaying behaviors that interfere with his/her learning or that of others. When a student's behavior warrants a Positive Behavior Support Plan (PBSP) to be in the IEP, a Functional Behavior Assessment is conducted. The FBA includes observations of target behavior, the setting in which the target behavior occurs, antecedents to the target behavior, and instructional and social consequences

resulting from the target behavior. A PBSP is then developed by the team to include antecedent interventions, replacement behaviors, and consequences. In addition to a PBSP, the student's IEP should contain teaching of socially acceptable alternative skills that are included in their social/behavioral goals and noted who would be modeling and monitoring the teaching of the socially acceptable alternative skills.

For students who have use of restraint written in their IEP, the IEP team is responsible for discussing and reviewing strategies that can be included in IEPs in order to eliminate the use of restraints. The IEP team should consider a plan to fade out restraint usage as part of the Positive Behavior Support Plan. The district supports reconvening the IEP team following each restraint. If a student is referred to law enforcement, an IEP meeting, informal hearing, and/or Manifestation Determination is held. The IEP including the PBSP is developed or revised by the student's IEP team. Records are provided when a student is referred to law enforcement.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

1.Plum's Individual Education Plan teams work collaboratively to provide a free appropriate public education (FAPE) for all students with disabilities, including those students that are hard to place. All continuums of supports, services and placement decisions are made via the IEP team. Parents play an integral role in deciding supports and placement for their children.

The district works hard to provide FAPE in alternative school settings for those students with disabilities who struggle both academically, socially in a public school.

The district employs a full-time School Resource Officer. This officer works very closely with our students with special needs and their parents who get involved in the court system. They will serve as IEP team members when appropriate in order to maintain achievement of IEP goals. Regional East Support Center helps to transition any students involved with the courts or Children and Youth Services. The Community School East is located in the same building and provides a comprehensive high school program.

The district has contracted services for children needing partial hospitalization or residential psychiatric services to educate these children while in those placements. The district has contracted with Western Psychiatric Hospital and Highlands Partial Program. The district works with families

and students placed in partial hospitalization programs in order to assure a smooth transition takes place when the student is ready to return to school. The district, along with providing any materials, financially supports the educational component and resources requested from the hospital staff in order to maintain the education while the student is receiving treatment.

The district also contracts with Wesley Family Services who assists with our Student Assistance Program (SAP).

Plum had only one student recently where finding an appropriate placement where we could still provide FAPE for students with disabilities was difficult. In those instances, we utilized the staff from IU3 and PaTTAN to provide Interagency support services.

2.The district participates in informal and formal planning with outside and supporting agencies to continuously provide FAPE to students with disabilities. The district utilizes assistance from the Intermediate Unit's interagency coordinator on an as needed basis.

The director of special education and in some instances the school psychologists participate in AIU Liaison meetings and local district liaison meetings that work with outside agencies to provide placements of such nature. The district makes frequent visits to the outside placement facilities in order to meet the staff before the IEP team decides if the placement is appropriate and will provide FAPE to our students with disabilities. The school psychologists also make quarterly contacts with all outside placement facilities to ensure there are no issues with behavior and attendance. The district supports and provides education to students classified as Homeless and works with local and state agencies to provide FAPE in a timely manner.

3. The district will continue to provide professional development in the areas related to the continuum of supports, services and placements that are unique in nature and require more intense training. Plum will provide on-site training in areas that require more individualized attention for staff members. Many of our staff members will attend outside workshops or training, in which they are expected to return to the district and share their learning with other staff members.

PaTTAN, the Intermediate Unit, local universities, and other agencies partner with Plum to provide professional development workshops or training, on an ongoing basis, for teachers, paraprofessionals, administrators and other district employees that work with students with special needs.

### *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.

Plum Borough's special education services and programs has many strengths that support the growth of special education students. The use of a Multi-Tiered System of Support (MTSS) has

continued to grow over recent years, supporting academic growth for those in need of extra support that is beyond the general education curriculum. The district also utilizes a vast curriculum to support special education students' unique needs, as well as newly added life skills support classrooms. In addition, the district provides training for teachers and paraprofessionals that encompasses a wide variety of areas of need.

Over recent years, PBSB has worked to develop a clear and comprehensive Multi Tiered System of Support (MTSS) framework of interventions to meet the needs of all our students. The framework addresses the needs of our gifted and high achieving students as well as our special education students and every child in between. The tiered system is first implemented using the benchmark assessment data taken at the start of the school year. Some assessments include DIBELS Reading and STAR Math, which give the data analysis teams a place to start to determine students' need for interventions. At that time, groupings are determined and students in need of different types of skill remediation are provided tier time to support their individual deficit areas. Additionally during tier time students that do not have a need for remediation, can receive extra practice, pre-teaching for upcoming lesson, previewing new vocabulary or extension activities.

The students in need of interventions have evidence and research based programs that teachers utilize to provide students with the level support that is needed for skill acquisition. Programs like Foundations, Leveled Literacy Intervention, Corrective Reading, Reading Mastery, and Connecting Math Concepts as well as individualized materials developed by classroom teachers and support teachers, are used to support students in the acquisition of a variety of skill areas.

During the 2014-2015 school year, we started our K-3 life skills classroom. This classroom currently meets the needs of 8 students that in the past would have been recommended for an out of district placement to meet the students' IEP needs. This classroom provides educational services to students with Autism, Visual Impairments, Intellectual Disabilities, as well as Multiple Disabilities. The students are taught using verbal behavior components, task analysis, and one to one and small group instruction. Additionally, social skills and speech and language supports are imbedded into daily instruction. The students in the classroom also have support from paraprofessionals to allow for individualized needs to be met. Students in this classroom have opportunities to participate in portions of the general education classroom instruction as well as school wide activities and special events.

Additionally, during the 2017-2018, PBSB the classroom is made up of 8 students identified with intellectual disabilities, emotional disturbance and autism. These students receive one on one and small group instruction utilizing our direction instruction curriculum (Connecting Math Concepts and Corrective Reading). Students receive daily support regarding daily living skills, communication support, and social skills instruction. This classroom also benefits from added staff through paraprofessionals. Students in this classroom have opportunities to participate in portions of the general education classroom instruction as well as school wide activities and special events.

Training for teachers and paraprofessionals is chosen based upon area of need. For example, teachers were provided with full day trainings on newly adopted curriculum for both reading and math. Teachers had the opportunity to interact during the trainings, practice the direct instruction, and then ask questions throughout the year with curriculum trainers. In addition, teachers are given opportunities to provide input and feedback regarding needed trainings, and how trainings were useful for their practice. Paraprofessionals are provided with beneficial trainings, such as first

aid/CPR, as well as deescalation techniques and crisis prevention training. Parent trainings have been more general in regards to education. However, the special education department has identified parent trainings as an area of need for the department.

# Assurances

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## 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

Facility Name	Facility Type	Services Provided By	Student Count
Passavant Memorial Home	Nonresident	100 Kilmeyer Drive Pittsburgh, PA 15239	1

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Day School at the Children's Institute	Approved Private Schools	ID, AS, MD	8
Easter Seals Society	Approved Private Schools	MD	1
Friendship Academy	Approved Private Schools	ES	1
AIU3- Mon Valley Center	Special Education Centers	AS	3
New Story	Special Education Centers	AS	5
NHS School	Other	ES	1
PACE School	Approved Private Schools	AS	5
Pressley Ridge Day School for Autism	Special Education Centers	AS	1
IU3 - Sunrise School	Special Education Centers	ID, MD	11
Wesley Spectrum Academy	Other	AS	1
Western Pennsylvania School for the Blind	Approved Private Schools	VI	2
Western Pennsylvania School for the Deaf	Approved Private Schools	HI	5
DePaul School for Hearing and Speech	Approved Private Schools	HI	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* June 30, 2015

*Reason for the proposed change:* Adlai Stevenson Elementary School Closed and the small number of special education students were absorbed onto other teachers caseloads in the remaining 4 elementary schools. The teachers was moved to the high school to begin the HS Life Skills Classroom.

### PROGRAM SEGMENTS



Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 21	13	0.9
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Plum High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 21	1	0.1
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Plum High School	A Senior High School Building	A building in which General Education programs are operated		

*Advisor: Cortney Verner Action: Disapproved*

Comments: Revise SEPRN to indicate move

*Division Chief: Amy Deluca Action: Disapproved*

Comments: Revise SEPRN to indicate move

#### **Program Position #2**

*Operator: School District*

#### **PROGRAM DETAILS**

*Type: ClassandPosition*

*Implementation Date: June 15, 2015*

*Reason for the proposed change:* Adlai Stevenson Elementary School closed at the conclusion of the 2014-2015 school year, the students attending this school were moved to one of the remaining 4 elementary schools. One of the special education teachers moved to Holiday Park Elementary School based on the number of special education students now attending this school.

#### **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Holiday Park 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	5 to 12	10	0.5

Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.

Locations:				
Holiday Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

*Advisor: Cortney Verner Action: Disapproved*

Comments: Indicate SEPRN to be a move. Adviser must complete onsite visit to review new facility/classroom.

*Division Chief: Amy Deluca Action: Disapproved*

Comments: Indicate SEPRN to be a move. Adviser must complete onsite visit to review new facility/classroom.

### **Program Position #3**

*Operator: School District*

#### **PROGRAM DETAILS**

*Type:*

*Implementation Date:*

#### **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Center	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	5 to 12	10	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Center	An Elementary School Building	A building in which General Education programs are operated		

### **Program Position #4**

*Operator: School District*

#### **PROGRAM DETAILS**

*Type: Position*

*Implementation Date: August 22, 2016*

*Reason for the proposed change: Students required additional support.*

#### **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	12	0.25

Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.

Locations:				
Center	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	5 to 12	10	0.5

Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.

Locations:				
Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 12	3	0.25

Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.

Locations:				
Center	An Elementary School Building	A building in which General Education programs are operated		

#### **Program Position #5**

*Operator:* School District

#### **PROGRAM DETAILS**

*Type:*

*Implementation Date:*

#### **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Holiday Park	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	5 to 12	10	0.5

Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.

Locations:				
Holiday Park	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #6

Operator: School District

#### PROGRAM DETAILS

Type:

Implementation Date:

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Holiday Park	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	5 to 12	10	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Holiday Park	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #7

Operator: School District

#### PROGRAM DETAILS

Type:

Implementation Date:

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Pivik	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	5 to 12	10	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Pivik	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Pivik	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	5 to 12	10	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Pivik	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* June 15, 2015

*Reason for the proposed change:* Based on enrollment changes, there was not a need for a second special education teacher at Regency Park Elementary School. At this time, the position and classroom was moved to Center Elementary School to begin a new life skills classroom to support current Plum students as well as bring students back from out of district placements.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 10	12	1
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Center Elementary School	An Elementary School Building	A building in which General Education programs are operated		

*Advisor: Cortney Verner Action: Disapproved*

Comments: Revise SEPRN as a "move".

*Division Chief: Amy Deluca Action: Disapproved*

Comments: Revise SEPRN as a "move".

**Program Position #10**

*Operator: School District*

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	25	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Regency Park	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	5 to 12	10	0.5
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Regency Park	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11**

*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 15	25	0.5
Locations:				
Oblock	A Junior 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	12 to 15	10	0.5
Locations:				
Oblock	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #12***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 15	25	0.5
Locations:				
Oblock	A Junior 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	12 to 15	10	0.5
Locations:				
Oblock	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #13***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 15	25	0.5
Locations:				
Oblock	A Junior 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	12 to 15	10	0.5
Locations:				
Oblock	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #14***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 15	25	0.5
Locations:				
Oblock	A Junior 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	12 to 15	10	0.5
Locations:				
Oblock	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		



**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 12	1	1
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Pivik	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 19	3	0.2
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	1	0.2
Locations:				
Oblock	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Deaf and Hearing Impaired Support	11 to 12	1	0.2
Locations:				
Holiday Park	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%)	Deaf and Hearing Impaired Support	15 to 19	1	0.2
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	12 to 15	2	0.2
Locations:				
Oblock	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	14	0.33
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	35	0.33
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
Pivik	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	14 to 19	8	0.33
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range unless specifically noted in the students' IEPs.				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 14	1	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 19	1	0.5
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	16	0.25
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.				
Locations:				
Regency Park	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	22	0.25
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.				
Locations:				
Holiday Park	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	21	0.25
Justification: Although students may be assigned to the Special Education Classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.				
Locations:				
Adlai Stevenson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	8	0.25
Locations:				
Oblock	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 13	12	1
Locations:				
Center	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education and Pupil Services	All Buildings	1
School Psychologist	All Buildings	1
School Psychologist	All Buildings	1
School Based Intervention Teacher	Adlai Stevenson Elementary School	1
School Based Intervention Teacher	Center Elementary School	1
School Based Intervention Teacher	Holiday Park Elementary School	1
School Based Intervention Teacher	Regency Park Elementary School	1
School Based Intervention Teacher	Pivik Elementary School	1
Guidance Counselor	High School	1
Guidance Counselor	High School	1
Guidance Counselor	High School	1
Guidance Counselor	High School	1
Guidance Counselor	Jr. High School	1
Guidance Counselor	Jr. High School	1
Guidance Counselor	Center/Adlai/Regency Elementary Schools	1
Guidance Counselor	Pivik/Holiday Park Elementary Schools	1
Special Education Paraprofessionals (50 district-wide)	All Buildings	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Blind and Vision Services	Outside Contractor	5 Days
Allegheny Intermediate Unit (IU3) - OT/PT Services	Intermediate Unit	5 Days
Allegheny Intermediate Unit (IU3) - Interpreters	Intermediate Unit	5 Days
Bayada Nursing	Outside Contractor	5 Days
Grade Point Resources - ESY Program	Outside Contractor	4 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

#### Description

Students with Autism will continue to be educated in the least restrictive environment using supplementary aids and services and specially designed instruction. All faculty and staff will continue to receive ongoing professional development related to Autism. District administrators, specialists from the Allegheny Intermediate Unit and PaTTan, along with private consultants will continue to work with faculty and staff as needed. IEP teams will continue to request support from these outside agencies in order to maximize instruction for the children. Autism training will also be provided to parents through the parent workshops beginning in 2014.

#### Evidence of Implementation:

1. Agendas from professional development trainings
2. Building specific documentation of Data Team Meetings where data was reviewed for the purpose of placing students on instruction and intervention tiers
3. Assessment data from benchmark assessments, standardized assessments, and progress monitoring of IEP goals
4. LRE data from PDE's Special Education Data Report (SPP Targets)

#### Person Responsible

Kathleen R. Graczyk, Director of Special Education & Pupil Services

#### Start Date

9/2/2014

#### End Date

6/1/2017

#### Program Area(s)

Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	200



<b>Provider</b>	AIU3/PaTTAN/Consultants/District Staff
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Administrators, faculty and staff members working with students with Autism will have a better understanding of how to implement successful strategies and programs using appropriate supplementary aids and services along with specially designed instruction. The faculty and staff will have a better understanding of the social barriers and deficits that are sometimes a result of this disability in order to create successful social experiences for the children.
<b>Research &amp; Best Practices Base</b>	<p>Researched-based social skills curriculum will be utilized to address the social skill deficits. The district will seek assistance from consultants of AIU3 and other outside consultants who specialize in working with children on the spectrum in order to assure research based and best practice methods are being implemented.</p> <p>Resources utilized to teach the curriculum will continue to be researched based and appropriate for children with Autism. The Director of Special Education and Assistant Superintendent work closely with the teachers when deciding which materials and resources to implement</p>
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities
<b>Evaluation Methods</b>	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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

## Behavior Support

### Description

The district policy on School-wide Positive Behavioral Supports will continue to be enforced and adhered to by all students. All K-12 special education

administrators, teachers and support staff will receive ongoing training on how to Behavioral Support Plans (BSP). Consultants from the AIU3 will continue to provide professional development throughout each school year to all building faculty. There will also be FBA training for all Special Education staff so that they can adequately perform behavior assessments.

The district's school psychologists will continue to work individually with the teams to create an RtII Behavioral Support process in order to provide struggling students with appropriate supports in order to be successful with school behavior and expectations. Monthly data team meetings will continue so that the Building Core Teams can continue to analyze data in order to determine the appropriate interventions for students with behavior issues. The Core Teams may decide to conduct an FBA and develop a BSP for those students with behavioral concerns. Parents will be invited to be a part of the process by attending meetings with the Core Teams.

Decisions regarding students with IEPs will continue to be made through the IEP team process. IEP teams will continue to use the FBA process in order to develop appropriate BSPs that will continue to allow the student to participate in the least restrictive environment. Behavior Support Plans will be addressed through the child's IEP. IEP team will continue to utilize appropriate behavioral support techniques and specially designed instruction in order to maximize success for the children with disabilities.

The co-teaching and differentiated instruction supports will continue to be implemented in order to continue educating students with emotional or behavioral issues at the elementary, middle and high school levels in the least restrictive environment.

The district incorporated a School Board Policy regarding the cooperation and interaction between mental health wrap around services and district staff to ensure that students needing these services will be given the opportunity to have that occur within the schools. The Director of Special Education and Pupil Services, school psychologists, and guidance counselors meet regularly with the liaison from the Office of Allegheny County Behavioral Health to coordinate services for students needing those supports. Professional development will continue on deescalation methods for students in crisis and the renewal of CPI (Crisis Prevention and Intervention) certifications will be ongoing yearly for all Special Education staff, administrators, paraprofessionals, nurses, and guidance counselors. The district will also continue to utilize the Olweus Bullying Prevention and CHAMPS programs that have been being implemented in recent years.

**Person Responsible** Kathleen R. Graczyk, Director of Special Education & Pupil Services  
**Start Date** 9/2/2014  
**End Date** 6/1/2017  
**Program Area(s)** Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	200
<b>Provider</b>	AIU3/District Staff/Administration
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>District administrators, parents, teachers, and staff will have a solid understanding of School-wide Positive Behavioral Support. There will be a clear understanding that there will be a consistent set of rules and consequences that all students will know and understand. RtII and IEP teams will be able to develop appropriate Behavioral Support Plans that will be implemented consistently across all classroom settings so that the child can be educated within the least restrictive environment.</p> <p>All building committees will continue to meet on an ongoing basis in order to review data to make informed decisions regarding the need to revise or adjust the current program. They will continue to create building-wide procedures, expectations, and define common language used so that all students, staff, and parents understand the expectations in each building.</p>
<b>Research &amp; Best Practices Base</b>	<p>The district will utilize research based resources and best practices when implementing FBAs and BSPs. Specifically, the district will utilize the forms that are available for use through PDE's Bureau of Special Education and PaTTAN. Members of the building RtII and IEP teams will follow the best practices identified through the AIU3 when conducting FBAs and developing Behavior Support Plans. The district continues to utilize the Olweus and CHAMPS Bullying Prevention programs when conducting classroom lessons.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<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>

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities
<b>Evaluation Methods</b>	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 disciplinary referrals
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## Paraprofessional

### Description

The district employs 50 Special Education paraprofessionals. All paraprofessionals meet the highly qualified standard by possessing one of the following:

- 1) portfolio that documents the paraprofessional met the 13 competencies outlined by PDE
- 2) college degree
- 3) associates degree

The district makes it a practice to seek candidates for hire that possess an associates or college degree. If the candidate does not possess one of these two degrees, then the district will arrange for the paraprofessional to obtain mastery of the 13 competencies that PDE identified in order to become highly qualified. All paraprofessionals are required to participate in CPR/First Aid/AED training that is arranged through the district. All paraprofessionals have also been trained in Non-violent Crisis Prevention and Deescalation techniques. They were all certified for CPI in the fall of 2014 and will be renewed each year.

All paraprofessionals are required to participate in professional development activities during professional education days. These activities are all topics that pertain to their role as a paraprofessional. A needs assessment survey is given to paraprofessionals at the end of each school year in order to identify areas of need/focus. Administrators and special education teachers are given the opportunity to provide their input on the type of training needed for the paraprofessionals.

The district uses district personnel, AIU consultants and other private consulting firms to provide on-site professional development.

### Evidence of Implementation:

1. Observations and evaluation summaries from building principals and/or Director of Special Education & Pupil Services
2. Agendas from professional development activities
3. Possession of college degree, associates degree or completion of the 13 competencies for highly qualified status
4. Certifications of CPI, First Aid, CPR, and AED completion

**Person Responsible** Kathleen R. Graczyk, Director of Special Education & Pupil Services  
**Start Date** 9/2/2014  
**End Date** 6/1/2017  
**Program Area(s)** Special Education

### Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	50
<b>Provider</b>	District Staff/AIU3/PaTTAN/Outside Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraprofessionals will gain a better understanding of the various types of disabilities that children have and be better equipped when assigned to work with students. There is a broad range of topics covered during professional development trainings that offer paraprofessionals a number of tools to reference when working with children with disabilities. They should be able to manage assisting with accommodations
<b>Research &amp; Best Practices Base</b>	All training and resources utilized are researched based best practices. The district often utilizes resources recommended by the AIU consultants and will frequently implement programs in which the AIU has provided training on throughout the school year.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities
<b>Participant Roles</b>	Principals / Asst. Principals Paraprofessional New Staff
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey



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## Reading NCLB #1

### Description

The district will analyze and disseminate Reading data in order to provide tiered, individualized Reading instruction and interventions.

#### Evidence of Completion:

1. Maintain SBIT and Reading Specialists in each building to work with students who scored Basic, Below Basic, and are on the bubble of Low Proficient on the PSSA
2. Maintain co-teaching in all buildings K-12
3. Develop IEP goals that adequately target Reading deficits for students with learning disabilities in Reading
4. Continue the RtII process in Grades K-6 for Reading
5. Expand RtII to Grades 7-8 for Reading
6. Provide professional development in the area of Reading strategies and data analysis
7. Utilize PVAAS, curriculum based assessments, PSSA, and district benchmark assessments to guide instruction and interventions
8. Continue monthly PLC meetings in all buildings K-12
9. Continue monthly Data Core Team meetings in all buildings K-12

### Person Responsible

Kathleen R. Graczyk, Director of Special Education & Pupil Services

### Start Date

9/2/2014

### End Date

6/1/2017

### Program Area(s)

Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	90
<b># of Participants Per Session</b>	15
<b>Provider</b>	District Staff

<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers will gain a stronger understanding of how to analyze data in order to design effective student programs either through IEPs or the RtII process. Small group instruction will enhance the student to teacher ratio, allowing more meaningful instruction and one on one support. Ongoing professional development will increase teachers' ability to provide effective instruction that meets the individual needs of students who are struggling with reading skills.
<b>Research &amp; Best Practices Base</b>	Research-based materials and resources are utilized when providing instruction to students. Those students who participate in Tier I, II or III through the RtII process are using research-based materials and resources in order to increase skill deficits. The Assistant Superintendent, Director of Special Education and Pupil Services, and School Psychologists oversee the RtII process K-6 and are responsible for providing training to support teachers on how to utilize the research-based materials with fidelity. All special education teachers who provide direct instruction to students with IEPs have received training on how to effectively implement the researched-based resources available to them.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities
<b>Evaluation Methods</b>	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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

## Transition

### Description

Plum Borough School District's transition program for students with disabilities provides them with various opportunities through their Individualized Education Programs (IEPs). All students with IEPs ages 14 and over will maintain a Transition Folder which would include their completed student

interest surveys, reflections from any job shadowing or community based instruction experiences, transition surveys and other activities that will enhance their understanding of the various career options in order to successfully prepare them for post high school experiences. The special education teachers are responsible for overseeing the development of these portfolios for students assigned to their caseloads.

All secondary special education teachers participated in the Indicator 13 training in 2011 that was required by PDE through the AIU 3. Additional training on transition is provided yearly during professional development days and as needed throughout the school year. Representatives from the special education department from both the middle and high school will attend the monthly special education transition council meetings offered through the AIU 3. The expectation is for them to share the information with their colleagues through best practice sharing sessions.

The elementary buildings have a yearly career day in which parents and guests from the community who have careers are invited to share the day with our elementary students by explaining what their career is and providing realistic experiences for our young children that help expands their understanding and awareness of the various types of careers available. Additionally, case managers meet at the end of each school year to review students they've had who are moving to another grade level and case manager to ensure a smooth transition.

The middle school implemented a rotation course in 2010 called "Career Exploration" that allows students to learn more about various careers. It is a six-week course in which students complete various activities that enhance their understanding of careers and allows them to research a career of interest in order to learn more about the requirements.

The high school has Transition and College and Career Fairs that students can access before and after school to gain more understanding of the various types of careers.

**Evidence of Implementation:**

1. PDE Special Education Data Report on Transition
2. IEP Documentation for transition
3. Artifacts from student transition portfolios

4. Agendas from professional development activities
5. PDE required student transition surveys
6. Available data regarding career plans for students graduating or aging out of the special education program
7. Attendance rosters from Transition and College and Career Fairs
8. Completed student interest and transition surveys
9. Monthly attendance at the Transition Council Meetings offered through the AIU 3 and sharing the resources with colleagues

**Person Responsible** Kathleen R. Graczyk, Director of Special Education & Pupil Services  
**Start Date** 9/2/2014  
**End Date** 6/1/2017  
**Program Area(s)** Special Education

#### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	30
<b>Provider</b>	District Staff/AIU3/PaTTAN/Outside Consultants
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Special Education teachers will have a better understanding of writing effective transition goals IEPs and developing transition programs that are meaningful and appropriate for our students with disabilities. They will be knowledgeable of the numerous transition resources available and will share these resources with the students and their families so that effective planning can take place at home.
<b>Research &amp; Best Practices Base</b>	The district utilizes an approach based on current research and best practices when developing students' transition programs in line with their IEP. The guidelines from the Indicator 13 training are considered when creating transition plans and the resources provided by the AIU 3 are always utilized

	<p>with the students, including student interest surveys, transition surveys, questionnaires, etc.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>New Staff</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Journaling and reflecting
<b>Evaluation Methods</b>	Standardized student assessment data other than the PSSA Participant survey Review of written reports summarizing instructional activity Portfolio

# Special Education Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*