

Otto-Eldred SD

Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

143 R L Sweitzer Dr
 Duke Center, PA 16729
 (814)817-1380
 Superintendent: Matthew Splain
 Director of Special Education: Lindsay Burns (IU9 Supervisor)

Planning Committee

Name	Role
Kimberly Alfieri	Ed Specialist - School Counselor : Professional Education Special Education
Martha Baker	Elementary School Teacher - Regular Education : Professional Education Special Education
Lisa Beaver	Parent : Professional Education Special Education
Joe Bennett	Board Member : Professional Education Special Education
Heidi Bennett	Business Representative : Professional Education Special Education
Lindsay Burns	Special Education Director/Specialist : Professional Education Special Education
Julie Cochran	Teacher/Coach : Professional Education Special Education
Keith Cousins	Board Member : Professional Education Special Education
Kaci Daniels	High School Teacher - Regular Education : Professional Education Special Education
Robert Dickinson	Elementary School Teacher - Regular Education : Professional Education Special Education
John Grigsby	Community Representative : Professional Education Special Education
Ricci Jeannerette	High School Teacher - Regular Education : Professional Education Special Education
Amy Jordan	Parent : Professional Education Special Education
Teri Lucas	Elementary School Teacher - Special Education : Professional Education Special Education

Cynthia Matteson	Middle School Teacher - Regular Education : Professional Education Special Education
Melissa Merry	Teacher/Coach : Professional Education Special Education
David Pfaff	Middle School Teacher - Regular Education : Professional Education Special Education
Harley Ramsey	Administrator : Professional Education Special Education
Billi Rees	Community Representative : Professional Education Special Education
Sarah Rounsville	Business Representative : Professional Education Special Education
Matthew Splain	Administrator : Professional Education Special Education
Terry Stanley	Administrator : Professional Education Special Education
Martha Wolf	Ed Specialist - School Counselor : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 122

Identification Method

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

The Otto-Eldred School District continues to use the discrepancy model for the identification of Specific Learning Disabled students.

Otto-Eldred Elementary Referral Process

At the elementary school, teachers are expected to establish and maintain reliable data. Data resources include DIBELS (K-3 grades), AIMSweb reading and math probes (4-6 grades), curricular assessments, and Study Island information. Teachers also utilize e-metric, PSSA data, and value added assessment. This information is used to help determine those students in need of developmental supports for reading and math.

The Response to Instruction and Intervention (RtII) model is used to support the level of needs demonstrated by student data (e.g., Tier 1, 2, or 3). Students move throughout the tiers in accordance with monitoring of progress and analysis of data.

Tier 1 students are considered at grade-level or slightly below grade level (mildly at-risk). Tier 1 students are making progress in the regular education curriculum and are not in need of additional interventions.

Tier 2 students are further behind grade level benchmarks. These students receive supplemental and strategic interventions and support. Interventions are provided in a small group setting and monitored on a weekly basis.

Tier 3 students are considered significantly below benchmarks and receive intensive supports and interventions. Progress is closely monitored on a weekly basis. If a student's rate of improvement is not adequate within a given time frame, the student may be referred for an evaluation.

Parents are provided with progress monitoring and/or benchmark data at all tiers. Parent input is important when determining movement through the tiers.

When progress is not seen despite additional interventions, a parent contact is made, and Permission to Evaluate is developed. A parent can also request an evaluation at any time. The school district follows Chapter 14 guidelines when considering a parent request for an evaluation.

Once the Permission to Evaluate has been signed by the parent/guardian and received, the school conducts a formal evaluation of the student. The evaluation of the student may include assessments of intellectual ability, academic achievement, and emotional, behavioral, and social functioning.

Additional information is collected from the parent, student, and supporting teacher(s) and school

records are reviewed. A student observation is also conducted.

A meeting is then scheduled for a mutually agreeable date and time. At the meeting, all information obtained is reviewed, explained, and discussed. Parents are encouraged to provide additional information and ask questions as needed. Supplementary aids are considered. Together the team (including the parent member) determines eligibility and need. Signatures are obtained at the meeting, and members of the team are asked to check whether they agree or disagree. Those who disagree with the team's conclusion are asked to write a dissenting opinion. When a student is suspected of having a specific learning disability, the 10 questions regarding SLD are reviewed and discussed with team members (Section 14.125 22 PA Code Chapter 14).

Otto-Eldred High School Referral Process

At the high school, teachers are expected to establish and maintain reliable data. Data resources include AIMSweb probes, Classroom Diagnostic Tests (CDT's), GRADE assessment, and curricular assessments. Teachers also utilize e-metric, PSSA/Keystone data, and value added assessment. This information is used to help determine those students in need of additional academic supports.

When a need arises, a team that consists of the guidance counselor, and/or principal, and teachers meet to discuss the student's strengths and needs. Collected data and available information are used to determine the appropriateness of an evaluation. If an evaluation is needed, parent contact is made, and Permission to Evaluate is developed. A parent can also request an evaluation at any time. The school district follows Chapter 14 guidelines when considering a parent request for an evaluation.

Once the Permission to Evaluate has been signed by the parent/guardian and received, the school conducts a formal evaluation of the student. The evaluation of the student may include assessments of intellectual ability, academic achievement, and emotional, behavioral, and social functioning. Additional information is collected from the parent, student, and supporting teacher(s), and school records are reviewed. A student observation is also conducted.

A meeting is then scheduled for a mutually agreeable date and time. At the meeting, all information obtained is reviewed, explained, and discussed. Parents are encouraged to provide additional information and ask questions as needed. Supplementary aids are considered. Together the team (including the parent member) determines eligibility and need. Signatures are received at the meeting, and individuals are asked to check whether they agree or disagree. Those who disagree with the team's conclusion are asked to write a dissenting opinion. When a student is suspected of having a specific learning disability, the 10 questions regarding SLD are reviewed and discussed with team members (Section 14.125 22 PA Code Chapter 14).

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

State average for Special Education students for the 2012-2013 school year was 15.3%. Otto Eldred's percentage of Special Education students for this same year was 16.5%. Otto Eldred's percentage has decreased in the last three years by .5%. Otto Eldred has a transient population especially with neighboring school districts. Many students enter the school district previously identified as Special Education students. Also, Otto Eldred has a high number of economically disadvantaged students. Otto Eldred is a small school district; therefore, percentages are easily affected.

The percentage of students with a Specific Learning Disability was at 50.8% during 2012-2013 school year. This is about 5% higher than the state average. This percentage has dropped about 8% over the past three years. The percentage of students with a Speech and Language impairment was at 24.6% during the 2012-2013 school year. This is about 15% higher than the state average. This percentage has remained about the same for the past three years. The number of students entering the school district with previously identified speech needs has increased; therefore making speech and language numbers higher.

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?

Although there are no residential student facilities located within our school district, the Otto-Eldred School District would work cooperatively with the sending districts to ensure FAPE.

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).

Although there are no incarcerated student facilities located within our school district, the Otto-Eldred School District will provide all educational records to the receiving host district. Discussion with the host school district will be held prior to the return of the student. The Otto-Eldred School District will accept all student assignments as it relates to the IEP. For students who are incarcerated and are believed to have a disability, the Otto-Eldred School District will notify the host district and seek all needs to provide that student with FAPE.

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.

The Otto-Eldred School District has a very strong commitment to ensure that, to the extent appropriate, the students with disabilities 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. Through the onset of the referral process, data is collected regarding student achievement, pre/post interventions, and strategies. An extensive evaluation process is provided to each and every student to determine student needs. All evaluations require a multi-disciplinary meeting to determine student eligibility and only after a review of Supplementary Aids and Services are discussed is the need for specially designed instruction considered for the student. The least restrictive environment for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on what will be provided for a student before questions of where it will be provided. The following guiding questions lead IEP teams toward appropriate decision making:

- * Can appropriate education (determined by the IEP team) be achieved in the regular education class with supports already in place?
- * Can the regular classroom and teaching be modified by providing supplementary aids and services in order to achieve appropriate education?
- * Can appropriate education be achieved in the next, more restrictive setting with services currently in place?
- * Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education?
- * Are there additional opportunities for integration, either through extracurricular activities, or while achieving some IEP goals?

Training in data collection, alternative assessments and effective practices are a part of the protocol of the school psychologist. Through in-service programs, classroom orientations, school administrators and classroom teachers have access to training on differentiated instruction, inclusion practices, Autism, school wide behavior support, progress monitoring, Response to Intervention and data analysis. Through the on-going in-service programs, multi-disciplinary team members are able to discuss and determine appropriate placements for students. TAC staff provide consultation and training to Otto-Eldred School staff through on-site training, Autism Support, progress monitoring, behavior and inclusion. Training of staff has been through large groups, classroom modeling, guided practices and workshop format.

80.2% of the special education students are inside regular education environments 80% or more during their school day. Students in fair share classrooms attend general education classes within the district

they attend. These students are also able to participate in Otto Eldred School District's extracurricular activities.

Currently the district has 16 students being educated outside of the district in more restrictive placement than what is offered within the school district. ER/RER meetings and IEP meetings were held to discuss these placements and only after the LRE was discussed and guided questions reviewed were these students placed outside of the district.

Behavior Support Services

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

Otto Eldred School District is committed to supporting students with behavioral needs in the least restrictive environment. As part of that commitment, district personnel receive on-going training to address a wide array of topics; such as universal, secondary and tertiary supports, and de-escalation. Also, all special education staff members and 6 general education staff members (3 at each building) have been trained and received certification in Safety Care. The Safety Care curriculum incorporates specific incident prevention, minimization and de-escalation strategies that can be utilized in many situations to help avoid the use of restraints. Staff are provided an initial two day training and each year after receive a one day recertification training. In addition, the incident prevention, minimization and de-escalation strategies can be integrated into a student's Individualized Education Plan or Positive Behavior Support Plan as needed.

Otto Eldred has a district wide positive behavior support plan in place, referred to as PAW PRIDE. The PAW PRIDE program has been in use at the elementary school for 5 years and has recently been expanded upon and is now in use at the Jr./Sr. High School level. There is a PAW PRIDE committee that puts together the guidelines and expectations that students should follow. PAW PRIDE tickets are distributed and rewards earned for displaying "PAW PRIDE". At the Jr./Sr. High School, a successful Students Assistance Program (SAP) has been in place for many years. The SAP team consists of trained staff members who meet monthly to discuss at risk students. SAP referrals are available at the school for staff, students, and parents to submit. If referrals are made, the SAP team collects pertinent information regarding the students and make appropriate recommendations to address the concern areas.

School Psychological services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. The psychologist is consults with the team on to address behavioral needs across the tiers. The school psychologist is the lead staff person responsible for the facilitation of the Functional Behavior Assessment (FBA) process. Following the development of the FBA the school psychologist consults with the team on the development of the Positive Behavior Support Plan. Furthermore the school psychologist is able to provide individual counseling to students as

determined by the IEP team.

Collaboration with outside mental health agency support is available to the Otto Eldred School District. Guidance staff and other school staff members at both schools work closely with community mental health services to provide supports and coordinate services. A mental health liaison from the Guidance Center reports to each school building bi-weekly to provide mental health assessments to students who are in need of supports. This liaison can make further referrals for services and supports outside of the school building. This liaison is able to assist the school in crisis counseling should a need arise.

District policy calls for the education of students with disabilities in the least restrictive environment. To that end our policy outlines three levels of support from least to most restrictive. If a student's behavioral needs are such that he or she needs a Positive Behavior Support Plan (PBSP) that plan is developed by the IEP team based on a Functional Behavior Assessment. The student's PBSP shall use positive rather than negative or aversive techniques and be free of unreasonable use of restraints; additionally the use of restraints is a measure of last resort used only after other techniques including de-escalation. Furthermore, district policy prohibits the use of prone restraints and seclusion.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Otto Eldred School District carries a strong belief in the inclusion model. The district's percentage of students inside the regular education classroom 80% or more was 80.2% which is 18.1% higher than the state average. The Otto Eldred School District is able to provide small class size, which promotes availability of more individualized attention from the teacher for all students. Special Education and General Education teachers work collaboratively to work with all students within their inclusion classrooms. This practice has been in place for several years. Many students are only in need of the support that is being offered within the general education inclusion classroom during core content classes and only receive pull out services during study hall time periods or additional supplemental reading support. Most 10th-12th grade students are enrolled in a Career and Tech Program for half of their school day, which shows the district's commitment to ensuring a successful transition after the completion of high school. The students that participate within the inclusion model are considered Itinerant Learning support students, which is supported within the school district buildings.

Recently, due to continued increase in need, an Emotional Support classroom was opened at the

elementary building. This classroom is a fair share classroom and is operated by the IU. This provided the district with an option to educate students with intensive behavioral needs within their home school district, instead of transporting them to other nearby districts. Also, the school recently designated one special education teacher as a "supplemental learning support teacher". This allowed additional supports needed for the students who were academically struggling within the inclusion classrooms for reading and math and who were in need of supplemental learning support. Students in need of more intensive services participate in fair share classrooms operated by the Intermediate Unit or other private educational or behavioral entities. Currently students in need of emotional support at the secondary level attend a program in Coudersport, where extensive counseling services are available through the Adolescent Dickinson Intensive Outpatient Program. Also, students who are in need of more intensive behavior support than the in-district emotional support classroom, attend the Dickinson Intensive Outpatient Program for Children. Secondary Life Skills programs are also available through the IU fair share programs in Smethport, Port Allegany, and Oswayo Valley. Elementary Autism classroom is also available through the IU fair share programs and is located in Coudersport. The district has an agreement with other private facilities for Emotional Support or Alternative education if needed. Currently, one student is being instructed in the home due to being medically fragile.

The school district always explores the least restrictive environment by utilizing several strategies including;

- Child study meetings which include teachers, parents, paraeducators, guidance counselor, and building administrator to identify and problem solve issues and review current student data
- Review all supplementary aides and services that can be provided within the classroom
- Review and ensure all specially designed instruction needs are in place
- Positive behavior support meetings to develop a behavior plan, if needed.
- Consultation with IU Autism Support Team, if needed.
- Participate in/make referral to interagency meetings, if needed.
- Collaborate with Wrap Around services whether provided in school or not.
- School Psychologist as a related service for counseling
- School Based Mental Health Liaison through private Mental Health services.

If after review and use of the above strategies prompt the need for additional supports or programming, a Reevaluation is always requested and the MDE/IEP team meet to discuss other programming options that meet the students needs.

Otto Eldred School district will be working collaboratively with the IU to open a secondary Life Skills program for the 2014-2015 school year. This will aide in the placing of some students with high needs. Based on projected need for the 2014-15 school year, a full-time supplemental learning support instructor will be planned for the high school to provide a consistent continuum of services

between the elementary and high school buildings.

Strengths and Highlights

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

The Otto-Eldred School District is noted for its commitment for a quality education to its students.

Although being identified as one of the poorest district in the state, the Otto-Eldred Board of Directors has demonstrate consistency in making decisions with student need as the priority., chosing the best educational option for students; not ncessarily the cheapest educational option.

The collaborative effort of the Intermediate Unit and the Otto-Eldred School District provide a sound pre-referral screening program to support staff in regular classroom, and effective use of progress monitoring and research probes to determine student achievement and performance. The Learning Support programs have incorporated a research mode in direct instruction for reading and continues to use many of these principles in math and language.

Through the efforts of the high school principal and special education staff, a very sound inclusion (co-teaching) program has continued. Currently all students in grades 7-12 are involved in regular education for science, social studies and many electives. Students grades 7-12 are also included within the general education classrooms for English, reading, and math when appropriate. Support personnel push into the regular education classroom to accommodate needs. If more support is needed, learning support classes are available in the areas of English, reading, and math. A resource room is available all periods per day, therefore, when learning support students have a study hall they can choose to access additional support through the resource room. The secondary program also continues to support community-based programs for life-skills students, self-advocacy training for high school students and transition planning through community based agencies, Career-Technical education and career exploration. The Otto-Eldred High School also provides positive behavior supports through, amongst other things, its Student Assistance Program (SAP) in conjunction with mental health and drug/alcohol liaisons and student of the month program. The PAW PRIDE program is also now expanding to the high school to promote continued character building amoung the school community.

Through the efforts of the elementary school principal and special education staff, inclusion (co-teaching) program has continued. All students, grade K-6 participate in all regular education subject areas, with support personnel pushing into the regular education classes. Intervention time periods are scheduled in for students in need of the direct reading program or math program. The inclusion model is carried out for the Life Skills classroom as well. A supplemental learning support classroom is available to the elementary age level as well. These students receive individualized instruction in the areas they have need (language arts and math) and are included in the general education classroom for all other subjects.

Due to a significant rise in mental health concerns at the elementary level, an Emotional Support classroom was started this school year. Offering this level of support within the elementary school has allowed for students in need of this program to receive social and behavioral support while still being included with their general education peers. Otto-Eldred Elementary has also incorporated the RTII model. Data is reviewed to determine RTII tiers for individual students. Elementary teachers have received training in this model. The elementary school has achieved AYP status over the past nine years in all grade levels tested. The elementary school has developed a "PAW Pride" program to encourage character building among the school community. This program is aimed at building a positive atmosphere

and decreasing negative peer relations.

District wide, the school has been receiving the Keystones to Opportunity grant, which allows for enhanced Literacy focus for all grade levels. Access to additional literacy interventions are available to all students (General Education or Special Education) through this grant. Benchmark testing occurs three times a year and that data is reviewed and analyzed by the literacy data liaison. The results of this data indicates which students need additional tutoring in specific weak areas. A literacy tutor is available at both schools.

Through this grant, teachers gain professional development in the areas of instructional strategies, interventions, and techniques for enhancing literacy instruction across all subject areas. A large focus for this district through this grant has also been enhancing parent and community involvement.

The Otto-Eldred School District continues to support parents through offered parent trainings and flexible times for IEP meetings. The school district also supports its faculty with trainings, certifications, and built-in professional development time at the end of each school day.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Gunzberger Annex Building	Other	Child Intensive Outpatient Program	2
Gunzberger Annex Building	Other	Adolescent Intensive Outpatient Program	1
Coudersport Elementary School	Neighboring School Districts	Autistic Support	1
Beacon Light Behavioral Health Systems School	Approved Private Schools	Emotional Support	1
Bridgeport Academy	Approved Private Schools	Alternative Education	3
Instruction in the Home	Instruction in the Home	MDS	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Otto Eldred Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	6	1
Justification: Students are educated per their grade levels and therefore are not being educated within the same room at the same time with an age range spanning more than 3 years.							

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Otto Eldred Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	6	1

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Otto Eldred Elementary School	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	1

		are operated					
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Program Position #4*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Otto Eldred Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 12	3	0.6
Otto Eldred Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	2	0.4

Program Position #5*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Otto Eldred Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	31	0.8
Justification: Students are serviced in individual settings or in small groups where the groups consist of same aged peers.							
Otto Eldred Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	4	0.2

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Otto Eldred Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	17	1

Program Position #7 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 26, 2014*

Average square feet in regular classrooms: 560 sq. ft.

Square footage of this classroom: 704 sq. ft. (32 feet long x 22 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Otto Eldred Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	13	0.8
Otto Eldred Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	4	0.2

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Otto Eldred Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	15	1

Program Position #9

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Otto Eldred Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 19	9	1

Justification: Students are educated within the same room, but at different times, due to their grade level.

Special Education Support Services

Support Service	Location	Teacher FTE
District Paraeducator	Otto Eldred Elementary	3
District Paraeducator	Otto Eldred Jr. / Sr. High School	1.75
Assistant Principal for Special Programs	Otto Eldred School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	2 Days
Physical Therapy	Intermediate Unit	1 Days
School Psychologist	Intermediate Unit	2.5 Days
Certified Behavioral Specialist	Intermediate Unit	1.5 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<u>Autism</u>
	<p data-bbox="500 667 1057 699"><u>On-going Professional Development for Staff:</u></p> <p data-bbox="500 747 1338 898">To increase the skill level for professional staff, related services, and paraeducators working with students identified with Autism Spectrum Disorders in K-12 the following trainings and on-going professional development will include:</p> <ul data-bbox="548 951 1443 1476" style="list-style-type: none"> <li data-bbox="548 951 1443 1066">• Implementation of Applied Behavioral Analysis based strategies developed by professional staff that supports growth in the Common Core academics, functional skills, independent living, and social skills. <li data-bbox="548 1104 1443 1213">• IEP Teams collaborating to share relevant information, problem solve, and plan programs to address the learning needs of students identified with Autism Spectrum Disorders. <li data-bbox="548 1251 1443 1325">• Providing learning strategies to accommodate varying ability levels, sensory needs, behavioral, and social needs. <li data-bbox="548 1362 1443 1476">• Identify appropriate Assistive Technology strategies to increase access to the general education curriculum and to assist in achieving IEP goals. <p data-bbox="500 1602 1295 1633"><u>Trainings scheduled for the 2014-2015 school year are as follows:</u></p> <ul data-bbox="548 1682 1044 1713" style="list-style-type: none"> <li data-bbox="548 1682 1044 1713">• June 25, 2014- "First Steps in Autism" <p data-bbox="605 1759 1078 1791">Provider: IU9/TaC Staff/ 5 hour training</p> <p data-bbox="605 1837 1037 1869">Audience: Student Centered Teams:</p>

educators/parents/paraprofessionals/related services

- July 28-31, 2014- National Autism Conference, State College, PA

Provider: PaTTAN/Penn State University

Additional trainings will be scheduled to meet any identified needs using IU9 TaC or PaTTAN Staff.

Evidence of implementation includes agendas, sign-in sheets, and lesson plans reflecting the needs of students with Autism Spectrum Disorders.

Highlights

August 2012 District Whole Group Presentation: "Introduction to Autism Spectrum Disorders"

Assistive Technology

The consideration of assistive technology for a student's access to the general education curriculum or to help make progress toward attaining their IEP goals is discussed at each IEP meeting. When it is determined that the Team needs more information or if they are uncertain if a student needs AT, or how AT may benefit the student, they may obtain consultation from the Seneca Highlands Unit Nine Assistive Technology Trainer and Consultant (TaC).

Training and Consultation services include:

- AT assessment for curricular tasks
- Staff/parent/student training for implementing AT supports ranging

from no/low, mid to high.

- Consultation with PaTTAN Assistive Technology Consultants
- AT resources accessible on IU9's website
- Guidance for procurement of short-term loan of equipment via the PaTTAN Short Term Lending Library and Pennsylvania's Initiative on Assistive Technology (PIAT).
- Training in the use of Bookshare.org (online resource for students with print disabilities).

Professional development for staff:

- **Bookshare.org implementation**

Whole Group Presentation or Individual

1-2 hour sessions

- **Trainings:**

- "Assistive Technology in the IEP and the Classroom"

Group Presentation/District Whole Group Presentation

1-2 hour sessions

- "No/Low Tech AT Strategies and Supports for the General Education Classroom"

Group Presentation/District Whole Group Presentation

1-2 hour sessions

Highlights

*All Special Education Teachers have been trained on *Bookshare*.

Parent Support

The Parent Support Network at IU9 works to support the needs of children with disabilities ages 3 to 21 and their families by linking families with other families and professionals in a supportive environment, and sharing current information on available resources.

The IU9 Trainer and Consultant (TaC) for Parent Support can provide PaTTAN publications for parents to support them in educational decision making for their child and provide assistance for accessing trainings, and videos available on PaTTAN's website which assist in learning about specific disabilities and educational initiatives. Information about organizations and agencies supporting parents at the local level can also be provided.

Parent workshops and strategies to enhance parent involvement can be provided by the IU9 TaC at the request of the school district LEA.

Parent workshops have been and can be conducted for the topics of:

- Autism
- Positive Behavior Supports
- Inclusive Practices
- Homework/Study/Learning Strategies
- Transition Planning
- The Special Education Process/Parent Rights
- Assistive Technology
- Other Special Education Initiatives

	<p>Parent Workshops can be provided during school and evening hours.</p> <p>Upcoming Parent Workshops:</p> <p>June 10, 2014 - “Learning is Fun!” This workshop is designed for parents of children preschool through middle school. Numerous ideas will be presented for enhancing learning while at home during the summer or during the school year. Complete information will be published at a later date.</p>
Person Responsible	Superintendent
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	20
Provider	TaC
Provider Type	IU
PDE Approved	No
Knowledge Gain	Effective educational interventions based on research using effective practices.
Research & Best Practices Base	Use of well trained, highly qualified professional staff leads to better instruction and achievement by students with autism.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity

	Portfolio
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Behavior Support

Description	<p>Positive Behavior Support: District personnel will participate in School Wide Positive Behavior Support trainings offered through Seneca Highlands Intermediate Unit 9 and PaTTAN. These trainings will support our efforts to extend implementation of Positive Behavior Support systems across the three tiers. These trainings will assist staff in the implementation of universal SWPBS systems and supports. In addition, the universal level of support trainings, additional trainings will focus on secondary systems of support (such as Check In Check Out, targeted group counseling and social skills groups). Furthermore trainings addressing tertiary levels of support (Prevent-Teach-Reinforce, Functional Behavior Assessment, and Positive Behavior Support Plans) will occur.</p> <p>The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, and reduce the number of suspensions and reduce or eliminate the use of restraints.</p> <p>De-escalation: In order to support students with a full range of positive behavior support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors. In order to address those needs all special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. Furthermore, our district has identified selected staff members to be trained as Safety Care Specialists.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7
# of Sessions	4
# of Participants Per Session	15

Provider	IU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	<p>Positive Behavior Support trainings will provide the school based team guidance on the development and implementation of School Wide Positive Behavior Support across the tiers of implementation.</p> <p>Safety care trainings will provide staff with knowledge and skills to effectively prevent, minimize and de-escalate student behavioral incidents.</p>
Research & Best Practices Base	<p>Research supported by OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, has demonstrated that when implemented with fidelity School Wide Positive Behavior Support can help reduce student discipline referrals, improve student attendance, and remove various systems levels barriers to student achievement.</p> <p>The Safety Care core curriculum utilizes basic principles such as: prompting, differential reinforcement and behavioral momentum that have a strong research history in the applied behavior analytic literature.</p>
For classroom teachers, school counselors and education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of student attendance and performance data. Reduction in the number of student suspensions, restraints and out of district placements

Paraprofessional

Description	<p>To increase the skill level for paraeducators working with learners with diverse instructional and related services needs in elementary and secondary schools under the direction of professional staff. These skills include:</p> <p>On-going professional development for staff:</p> <ol style="list-style-type: none"> 1. Carry out tasks as assigned by the teacher: Implementing strategies developed by professional staff that support inclusive environments and respect individual differences among learners and their families. 2. Share relevant information about learners with teachers to facilitate
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	<p>problem solving, decision making, program planning and other team activities.</p> <ol style="list-style-type: none"> 3. Assist professional staff in activities that engage children and youth in learning experiences. 4. Assist professional staff with planning and organizing learning experiences. 1. Assist professional staff with modifying learning strategies to accommodate different learning preferences, ability preferences, ability levels and other learning needs of individual learners. 2. Implement behavioral programs developed by professional staff for individual learners. 3. Assist students with individualized learning activities or independent study projects assigned by the professional staff. <p>Evidence of implementation includes agendas and sign-in sheets as well as supervising teacher's input in the end of the year evaluation.</p>
Person Responsible	Superintendent
Start Date	7/1/2015
End Date	6/29/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	10
# of Participants Per Session	1
Provider	TaC
Provider Type	IU
PDE Approved	No
Knowledge Gain	Effective research based professional staff lead interventions appropriate for implementation by a non-certified but highly qualified paraeducator including de-escalation of agitated students, CPR/First-Aid, school-wide positive behavioral support, reading and math curriculum and instruction support, functional curriculum and use of educational technology.
Research & Best Practices Base	Use of well-trained highly qualified paraeducators lead to better instruction

	and achievement by students with IEPs.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p>

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Reading NCLB #1

Description	<p>The Reading ESEA Target for 2011-2012 was 81.0%. Otto Eldred did not meet this ESEA Target for the IEP group. The State Rate for Reading was 39.8% and LEA Rate for Reading was 46.3%. The district rate is higher than the State Rate.</p> <p>Baseline:</p> <p>Baseline information for Otto Eldred School District is generated from the 2013 PSSA results.</p> <p>Baseline Data:</p> <p>2013 PSSA Reading Data for IEP students: <u>Grade 3</u>: 25.0% Basic, 50.0% Proficient, 25.0% Advanced; <u>Grade 4</u>: 18.8% Below Basic, 50.0% Basic, 25.0% Proficient, 06.3% Advanced; <u>Grade 5</u>: 71.4% Below Basic, 21.4% Basic, 07.1% Proficient; <u>Grade 6</u>: 36.4% Below Basic, 45.5 Basic, 09.1% Proficient, 09.1% Advanced; <u>Grade 7</u>: 50.0% Below Basic, 37.5% Proficient, 12.5% Advanced; <u>Grade 8</u>: 66.7% Below Basic, 22.2% Basic, 11.1% Proficient</p> <p>The Mathematics ESEA Target for 2011-13 was 78.0%. Otto Eldred did not meet the IEP ESEA Target. The State Rate for Mathematics was 43.6% and LEA Rate for Mathematics was 55.2%. The district rate is higher than the State Rate.</p> <p>Baseline:</p> <p>Baseline information for Mathematics performance by Otto Eldred School District was generated from the 2013 reports.</p>
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	<p>Baseline Data:</p> <p>2013 PSSA Math Data for IEP students: <u>Grade 3</u>: 50.0% Basic, 50.0% Proficient; <u>Grade 4</u>: .06.3% Below Basic, 43.8 %, Basic, 25.0% Proficient, 25.0% Advanced; <u>Grade 5</u>: 35.7% Below Basic, 57.1% Basic, 07.1% Advanced; <u>Grade 6</u>: 18.2% Below Basic, 18.2% Basic, 54.5 % Proficient, 09.1% Advanced; <u>Grade 7</u>: 25.0% Below Basic, 25.0% Basic, 12.5% Proficient, 37.5 Advanced; <u>Grade 8</u>: 66.7% Below Basic, 33.3% Basic</p>
Person Responsible	Superintendent
Start Date	7/1/2015
End Date	6/29/2018
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	20
Provider	TaC, Curriculum Staff
Provider Type	IU
PDE Approved	No
Knowledge Gain	Effective educational teaching skills based on research using effective practices.
Research & Best Practices Base	Data informed decision making and instructional strategies related to best practices.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>

Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>
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Transition

Description	<p>Otto-Eldred Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.</p> <p>Our district coordinates with the Seneca Highlands IU9 Transition Consultant to provide Initial Transition Planning (ITP) meetings with all eight grade students receiving Special Education services. Final Transition Review (FTR) planning meetings are completed with all eleventh grade students receiving Special Education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement is encouraged as part of the secondary transition process.</p> <p>The Otto-Eldred Area School District was part of the Effective Practices for Secondary Transition (EPST) Cohort 1 for the 2013-2014 school year. Our school district successfully completed the training and carried out the responsibilities throughout the process by working with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN).</p> <p>In order to further support high quality transition plans as part of the IEP process, successful completion of Indicator 13: Individual Checklist Review training with secondary staff will be implemented on an annual basis.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	3
# of Participants Per Session	8
Provider	IU
Provider Type	IU
PDE Approved	No
Knowledge Gain	This training will provide staff with the prerequisite knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students.
Research & Best Practices Base	The Department of Education has identified critical elements of transition planning necessary for students to have an appropriate opportunity to successfully transition to adult life after graduation.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Department Focused Presentation
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	Focused monitoring of Individualized Education Programs with feedback
Evaluation Methods	Focused monitoring of Individualized Education Programs with feedback

Special Education Affirmations

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

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

Affirmed by Joe Bennett on 4/17/2014

Board President

Affirmed by Matthew Splain on 4/16/2014

Superintendent/Chief Executive Officer