

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 206  
School District Total Student Enrollment 911  
Percent of Students Receiving Special Education 22.6

## Steering Committee

Name	Position/Role	Building	Email
Gary M Buchsen	Superintendent	Port Allegany SD	gbuchsen@pasdedu.org
Greg Oliver	Director of Special Education	Port Allegany SD	goliver@pasdedu.org
Marc Budd	Building Principal	Port Allegany JSHS	mbudd@pasdedu.org
Trace Kio	Building Principal	Port Allegany El Sch	tkio@pasdedu.org
Beth McElwee	Special Education Teacher	Port Allegany JSHS	bmcelwee@pasdedu.org
Vicky Kio	Special Education Teacher	Port Allegany El Sch	vkio@pasdedu.org
Todd Wheaton	General Education Teacher	Port Allegany JSHS	twheaton@pasdedu.org
Tammy Johnson	General Education Teacher	Port Allegany El Sch	tjohnson@pasdedu.org
Kari Stake	Parent	Port Allegany SD	kstake@thenutritiongroup.biz
Dr. Mark Carlson	Board Member	Port Allegany SD	mcarlson@pasdedu.org

## School District Areas of Improvement and Planning - Indicators

### Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

## Graduation (Indicator 1)

Indicator not flagged at this time.

## Drop Out (Indicator 2)

Improvement and Planning Activity
Implement evidenced based, intensive strategies that promote academic, social and emotional wellbeing that include: Early Warning System (EWS), data team and advanced tiered systems of support; such as, Check-In-Check-Out (CICO), Attendance Success Plans, RENEW and Check and Connect

## Assessment (Indicator 3)

Indicator not flagged at this time.

## Education Environments (Indicator 5)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.



## School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Dropout Rate	Implement intensive evidence-based methodologies at the secondary level with the goal of improving social, emotional, and behavioral outcomes; that include RENEW, Check and Connect and Attendance Success Plans. Additionally, explore the Pathways to Graduation (P2G) grant opportunity.
Faculty and Staff Training	Based on teacher perceptual data collected as part of the district's cyclical monitoring, the following training topics will be provided during faculty meetings, teacher in-service dates and standalone training dates: Assistive Technology, IEP goal writing, behavior intervention and supports, progress monitoring, and instructional modifications (i.e. differentiated instruction).
Parent Training	Host bi-monthly parent training nights focusing on the following topics: Secondary transition, special education eligibility, procedural safeguards, positive behavior intervention supports, components of an IEP. Additionally, invite and encourage parents to participate in our IU's Local Task Force (LTF) monthly training series; as well as, utilize the district's website to disseminate training opportunities and information.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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**Significant Disproportionality - Placement**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host’s educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The Port Allegany School District does not host a 1306 facility as defined by 24 P.S. § 13-1306. In the event that a 1306 facility would locate within the District, Port Allegany will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 PA. Code Section 14.102; which would require the admittance of a nonresident student to attend the facility in the Port Allegany SD until that student satisfies the graduation requirements of the host district and receives a diploma or completes the school term in which they turn 21. PASD also would be responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a “free appropriate public education” (FAPE) for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for “qualified handicapped students” with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. These services would be implemented in the least restrictive environment (LRE) as one of the provisions of IDEA. The LRE would be determined based on the student's individual needs and programming as agreed upon by that student's IEP team. The student would not be restricted due to being in a 1306 facility.

2. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Port Allegany School District collaborates with 1306 facilities and the host district of which they are located. As the student approaches transition back to school, the Port Allegany School District provides a local education agency (LEA) representative at the 1306 facility's discharge planning meetings which are held as part of the IEP planning process. The LEA representative reviews the district's provision of special education and the IEP team determines supports and services necessary to ensure a free and appropriate public education. The LEA representative issues a Notice of Recommended Educational Placement and Prior Written Notice (NOREP/PWN) allowing the parent or guardian to exercise their procedural safeguards.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. 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).

## Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The Port Allegany School District educates children in regular education to the maximum extent appropriate for each student under sections §§300.115 through 300.120 of the Individual with Disabilities Education Act (2004). Further, PASD policy 113 outlines its commitment to offer each student with a disability education programs and services that appropriately meet that student's needs that permit that student to be educated, to the maximum extent appropriate, with nondisabled peers. The LRE for children with disabilities depends on each child's unique academic and functional need. PASD is proud to provide a continuum of services and not a "one size fits all" approach to ensure students a free and appropriate public education. PASD's commitment to inclusive settings is highlighted over the past six years whereby we have exceeded the state average (by a mean of 12.41 percentage points) and annually meet the SPP/APR Target. Based on available information, 74.70% of the district's students with disabilities spend 80% or more inside the regular education setting, compared to the state average of 61.5%. Disability categories that show a high number of students placed outside the general education classroom for more than 20% of the school day: Intellectual disability (81.61%), multiple disabilities (63.44%), Autism (50.66%) and traumatic brain injury (50.49%) saw the greatest percentage of students, by disability category, participate in more restrictive settings. Typically, the needs presented in this student population require intensive supports in areas such as: Verbal behavior, daily living skills, social and behavioral deficits and transition planning.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The universal practices that the Port Allegany School District utilizes to address the academic and social/emotional needs of students consists of evidence-based programs that include Response to Instruction and Intervention (RtII) at the primary level and Child Study at the secondary level. Response to Instruction and Intervention is a data-driven, multi-tiered approach to the early identification and support of all students, including those who demonstrate learning and behavioral challenges. Students who are not yet proficient academically are provided with targeted instruction and interventions at increasing levels of intensity and specificity to accelerate the rate of improvement. Additionally, the PASD utilizes universal screening practices for occupational therapy and Speech and Language support. Additionally, PASD utilizes the Pennsylvania Classroom Diagnostic Tools (CDT), a set of online assessments, divided by content areas (Literacy, Mathematics, and Science), and is designed to provide diagnostic information; to guide instruction in order to support intervention and enrichment at the intermediate and secondary levels. The Port Allegany School District policy on Positive Behavior Support program is based on positive rather than negative behavior techniques to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Positive Behavior Support Plans for individual students in need, are based on Functional Behavior Assessments; as part of an initial evaluation or a reevaluation. Such PBSPs include a variety of evidence-based techniques to develop and maintain skills that will enhance the students' opportunity for learning, in their least restrictive environment. Additionally, the PASD recognizes a School-Wide Positive Behavior Support Program (SWPBSP) titled "GATORS;" an acronym based on the District's mascot, the Gators. 'GATORS' aims to support positive student interactions and encourages students to follow the rules governing student conduct. Additionally, PASD collaborates and receives guidance from school-based mental health counselors, community counseling programs, coordinated mental health-related services and Check and Connect. The Seneca Highlands Intermediate Unit #9 provides guidance on behavioral interventions and access to social workers.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Port Allegany School District offers training opportunities to regular and special education teachers in academic interventions as well as positive behavior supports and social emotional learning. These areas allow for meaningful participation of students with disabilities in the general education

curriculum. When necessary, the district provides training on an individual basis to a student's IEP team to ensure that they are able to meet student needs in the general education curriculum. An example is training on an augmentative and alternative communication (AAC) device, or supports for school personnel that assist in the use of an FM system, or behavior supports.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.  
The Port Allegany School District recognizes its responsibility to ensure the meaningful participation of students with disabilities in extracurricular activities. Supplementary aids and services discussed at the IEP meeting include, adaptations and modifications, assistive technology, paraprofessional support, peer supports, individualized behaviors support plans and others. What is more, the Port Allegany School District is a member of Special Olympics Pennsylvania's Unified Champion Schools where we offer a fully inclusive, co-ed bocce team.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?  
When considering the placement of a Port Allegany School District student in a private school or institution it is always approached as a last resort. All district resources are exhausted before seeking an out-of-district placement. However, when a private facility is considered to be the most appropriate placement for a student there are comprehensive steps taken to ensure that student's right to a free and appropriate public education in their least restrictive environment. Students in out of district placements may participate in any extracurriculars that are offered by the resident district. This is discussed during all IEP meetings and listed that student's IEP in section VII, Educational Placement, Questions for IEP Team.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)  
The need to build capacity and expand programs is an ongoing process that can never be considered "completed." At this time, the Port Allegany School District utilizes contracted special education programs and services provided by the Seneca Highlands Intermediate Unit #9 for Autistic, Emotional, Speech and Language, Hearing and Vision Supports. Additionally, the district contracts with the SHIU9 and other agencies to provide related services; such as, occupational therapy, physical therapy, counseling and psychological services. The district has expanded its provision of special education through the addition of a Life Skills Support classroom at the primary level (k-2). The district is looking at the continuum of services for other emerging disability categories to determine how to best meet the growing needs of the special education population of the district. PASD is committed to examine contributing factors (cost, student enrollment, student need) that would impact the decision to transfer services currently offered by the SHIU9 to the district.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Seneca Highlands Intermediate Unit #9	Other	Intermediate Unit	SHIU 9	Autistic Support	4
Seneca Highlands Intermediate Unit #9	Other	Intermediate Unit	SHIU 9	Emotional Support	14
Pathways Adolescent Center	Other	Residential Treatment Facility (RTF)	Pathways Adolescent Center (PAC)	Emotional Support	2
Adelphoi	Other	Residential Treatment Facility (RTF)	Adelphoi	Emotional Support	1
La Sa Quik ICP	Other	Residential Treatment Facility	BLaST IU17	Emotional Support	1



## Positive Behavior Support

Date of Approval  
2020-10-12

### Uploaded Files

PASD Board Policy Behavior Support 113.2 (1).pdf

1. How does the district support the emotional, social needs of students with disabilities?

Individual, class-wide, and school-wide positive behavior supports are utilized to teach and reinforce appropriate behavior and increase learning for all students. The district only utilizes positive behavior techniques for the development, change, and maintenance of selected behaviors. IEP teams are required to develop individualized positive behavior support plans for students that require specific interventions to address behaviors that interfere with their learning or the learning of others. Positive behavior support plans are based on functional behavior assessments and include a variety of research based strategies and techniques to develop and maintain skills to enhance students' opportunities for learning. The purpose of a positive behavior support plan is to eliminate the pattern of behaviors and replace the behavior with socially acceptable skills.

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.

The Port Allegany School District endorses the Safe Crisis Management (SCM) training program. The SCM curriculum is designed to provide a set of skills and strategies that allow staff in a variety of settings to safely and humanely provide support to individuals who may exhibit disruptive or dangerous behaviors. As aforementioned, a heterogenous group of staff members, consisting of administrators, teachers and paraprofessionals are trained in crisis restraint procedures. Additionally, in circumstances presenting with unique, rarely observed behavior, the PASD can complete a referral for further consultation and training with the SHIU9's Behavioral Specialist and team.

3. Describe the district positive school wide support programs.

The district has implemented school-wide positive behavior supports (SWBPS) at Port Allegany Elementary School, including tiered supports that identify the contextual settings, events and environmental conditions that enable exhibition of appropriate behavior. The elementary school's SWPBIS program has provided the framework by which school staff are able to proactively manage the culture and behavior to improve academic and social/emotional outcomes for all students. Moreover, the elementary school's "P.A.E.S." campaign clearly defines student expectations and pairs with meaningful reinforcement. In addition, ESAP/SAP- The Elementary Student Assistance Program and the Student Assistance Program are teams that meet to determine student need. These teams review relevant information to make informed decisions on referrals to school and community mental health supports, when needed.

4. Describe the district school-based behavior health services.

The Port Allegany School District's three School Counselors, School Psychologists, and a School Social Worker contracted through the Seneca Highlands Intermediate Unit #9 support students based on the individual needs by providing group or individual counseling. Additionally, the district contracts with The Guidance Center to provide school based outpatient counseling at Port Allegany Elementary School and Port Allegany Jr. Sr. High School. As with many districts throughout the state, there are also resources in the form of Intensive Behavioral Health Services (IBHS) services: such as Behavior Health

Technicians (BHT), Mobile Therapy Services, and Behavioral Specialist Services as well as a variety of other community services that support students and their families. These programs and services offer vital resources to our students and families within the district. The District also utilizes the Student Assistance Program (SAP) for intervention and referrals. Special education, general education, professionals, and school administrators work closely with local behavioral health agencies in an effort to align the student's IEP to ensure consistent, coordinated, and effective behavioral health programming, when needed. As part of the findings from the cyclical monitoring for continuous improvement, the district is formulating provisions of positive behavior supports at the secondary level, that include evidence based interventions: Check and Connect and Pathways to Graduation (P2G).

5. Describe the district restraint procedure.

Port Allegany School District policy 113.2 states that physical restraint is only used when necessary for safety, and only with the utmost care for the safety and wellbeing of the agitated student. Once the decision is made to intervene physically, the crises response team works together to implement the physical restraint in order to prevent harm. Physical restraint is always as brief as possible. As soon as physical restraint begins, the team begins planning for release. Following any use of physical restraint, that student's physical status is evaluated by the school nurse. After any significant escalation debriefing with the individual student and those involved to discuss what happened is critical to prevent and minimize future incidents. In addition to consistent staff debriefing, incidents requiring physical restraint are formally documented through the Restraint Information System Collection (RISC) system. The Port Allegany School District ensures that parents are notified immediately when the use of restraints to control the behavior of students is used. A "Report of Student Restraint" form is sent home within 24 hours of the date of the restraint, giving the parent or guardian the option to attend an IEP meeting, within 10 school days, or the option to waive their right to a meeting. As best practice, the PASD does not waive back-to-back restraints. IEP meetings are automatically scheduled to review the PBSP and update the FBA as needed.

## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

At this time, the Port Allegany School District does not have any student whose IEP team has considered and agreed to an Instruction Conducted in the Home (ICITH) placement. The district does not typically have students whom it has had difficulty locating an appropriate educational placement to ensure the provision of FAPE. If the district had a student at risk for waiting more than 30 days for an educational placement, the district's Student Services Coordinator would initiate a referral to Integrated Children's Services Planning (ICSP) teams of Potter and McKean Counties.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAHSSPL01	Secondary	Part-time (0.5)	05/20/2022 12:45 PM

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Student grouping by grade level complies with age range requirements.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAHSHI01	Secondary	Part-time (0.5)	05/20/2022 12:40 PM

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PAHSLSS01	Secondary	Full-time (1.0)	05/20/2022 09:43 AM

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18

<b>Age Range Justification</b>	<b>FTE %</b>
Age range variance determined appropriate by the IEP team and justified in the IEP.	0.35

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PAHLS03	Secondary	Full-time (1.0)	05/20/2022 09:31 AM

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAHSLS02	Secondary	Full-time (1.0)	05/20/2022 09:22 AM

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAHSLS01	Secondary	Full-time (1.0)	05/20/2022 09:19 AM

<b>Building Name</b>		
Port Allegany JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Port Allegany JSHS		



<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAESVI01	Elementary	Part-time (0.5)	05/20/2022 12:41 PM

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAESSPL01	Elementary	Full-time (1.0)	05/19/2022 04:07 PM

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		60
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Student grouping by grade level complies with age range requirements.		0.92

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PAESLSS02	Elementary	Full-time (1.0)	05/19/2022 04:05 PM

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

	0.15
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<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PAESLSS01	Elementary	Full-time (1.0)	05/19/2022 04:02 PM

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PAESLS03	Elementary	Full-time (1.0)	05/19/2022 03:56 PM

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		28
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.56

<b>Building Name</b>		
Port Allegany El Sch		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PAESLS02	Elementary	Full-time (1.0)	05/19/2022 03:50 PM

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PAESLS01	Elementary	Full-time (1.0)	05/19/2022 03:55 PM

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Port Allegany El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Port Allegany El Sch		116
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 5 inches x 18 feet, 0 inches	241sqft	8
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

### 1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Port Allegany El Sch		211
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 35 feet, 0 inches	875sqft	31
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		



### 2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Port Allegany El Sch		202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
43 feet, 5 inches x 21 feet, 0 inches	911sqft	32
Implementation Date		
2022-06-07		
Uploaded Files		

### 3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Port Allegany El Sch		IU9 Speech
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
9 feet, 0 inches x 13 feet, 0 inches	117sqft	4
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

#### 4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Port Allegany El Sch		IU9 OT
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 20 feet, 6 inches	389sqft	13
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Port Allegany El Sch		102
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
43 feet, 6 inches x 21 feet, 0 inches	913sqft	32
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Port Allegany El Sch		210
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 35 feet, 0 inches	875sqft	31
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

#### 7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Port Allegany JSHS		20
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 38 feet, 0 inches	836sqft	29
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Port Allegany JSHS		31
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Port Allegany JSHS		34
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 37 feet, 0 inches	814sqft	29
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Port Allegany El Sch		IU9 Psych
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 0 inches x 18 feet, 6 inches	610sqft	21
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

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11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

## Special Education Support Services

### 12Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
School Psychologist	1.0	District Wide	Contractor
Paraprofessionals	17.0	District Wide	District
Physical Therapist	0.5	District Wide	Contractor
Occupational Therapist	1.0	District Wide	Contractor
Social Worker	1.0	District Wide	Contractor



## Special Education Personnel Development

### Autism

Description of Training			
Basic Intensive Skill Training in Applied Behavior Analysis for Teams Serving Students with Autism			
Lead Person/Position		Year of Training	
SHIU9 TaC; PaTTAN; Director of Special Educaiton		2022; 2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	Intermediate Unit PaTTAN	Building Administrators Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
Safe Crisis Management: A comprehensive continuum of prevention, de-escalation and safe emergency intervention strategies for responding to aggressive behavior.			
Lead Person/Position		Year of Training	
Director of Special Education		2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Rehabilitation for Empowerment, Natural Supports, Education and Work (RENEW)			
Lead Person/Position		Year of Training	
SHIU9 Behavior TaC		2023; 2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Building Administrators General Education Teachers

			Paraprofessionals Special Education Teachers
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<b>Description of Training</b>			
School Wide Information System (SWIS)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Building Principals; SHIU9 Behavior TaC		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District	Building Administrators General Education Teachers

<b>Description of Training</b>			
School-Wide Positive Behavior Intervention and Support: Advanced Tiers			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Building Principals, Director of Special Education; SHIU9 TaC		2022; 2023; 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	multiple	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>			
Obtain knowledge and skills of a paraprofessional to accomplish the responsibility to deliver an education to students.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022, 2023, 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

20 Hours Annually	multiple	District Intermediate Unit PaTTAN Other	Paraprofessionals
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<b>Description of Training</b>			
Credential of Competency: Various methods to document a paraeducator's attainment of competencies.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2020, 2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District Intermediate Unit	Paraprofessionals

### Transition

<b>Description of Training</b>			
Indicator 13 Compliance Module Series: Training on effective practices in secondary transition.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education; SHIU9 Transition Coordinator		2023; 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	7	District Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Indicator 14 Training: Overview of post school outcomes as stated in IEPs.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022; 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	1	PaTTAN	Building Administrators Central Office Administrators Special Education Teachers
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Description of Training			
Annual Transition Planning and Review Meetings			
Lead Person/Position		Year of Training	
Director of Special Education; SHIU9 Transition Coordinator		2021; 2022; 2023; 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	multiple	Intermediate Unit	Parents Special Education Teachers Other

Description of Training			
Local Transition Council Meetings			
Lead Person/Position		Year of Training	
SHIU9 Transition Coordinator		2022; 2023; 2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	multiple	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

## Science of Literacy

<b>Description of Training</b>			
Progress Monitoring: Robust and reliable data needed to monitor students' progress and provide the right support for academic goals.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education; Illuminate Education (Fastbridge)		2022; 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District Other	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Reading Mastery and Corrective Reading Overview: Direct Instruction program			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
SHIU9 TaC		2022; 2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	multiple	Intermediate Unit	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Rewards Reading and Writing Intervention			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
SHIU9 TaC		2023; 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	multiple	Intermediate Unit	Paraprofessionals Special Education Teachers

<b>Description of Training</b>	
Language Essentials for Teachers of Reading Spelling (LETRS)	
<b>Lead Person/Position</b>	<b>Year of Training</b>
SHIU9 TaC	2023; 2024

Hours Per Training	Number of Sessions	Provider	Audience
6	multiple	Intermediate Unit	Special Education Teachers

## Parent Training

Description of Training			
Local Task Force: A parent support groups for parents who have a child with a disability.			
Lead Person/Position		Year of Training	
SHIU9 TaC; Director of Special Educaiton		2022, 2023, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	multiple	Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Parent and Agency Connections			
Lead Person/Position		Year of Training	
Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Special Education 101			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District	Parents
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Description of Training			
Transition 101: Parent Awareness Overview			
Lead Person/Position		Year of Training	
Director of Special Education; SHIU9 Transition Coordinator		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

### IEP Development

Description of Training			
Measurable Annual Goal Writing training			
Lead Person/Position		Year of Training	
Director of Special Education; SHIU9 TaC		2022; 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	multiple	District Intermediate Unit	Special Education Teachers

Description of Training			
IEP Alignment and Best Practice Writing Review			
Lead Person/Position		Year of Training	
Director of Special Educaiton; SHIU9 TaC		2023; 2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	multiple	District Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Education Benefit Review (EBR); guide school teams through the examination of specific components of the IEP.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education; SHIU9 TaC		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	2	District Intermediate Unit	Special Education Teachers

### Confidentiality

<b>Description of Training</b>			
Confidentiality: Annual in-service training on confidentiality is designed to meet federal requirements for staff training regarding their responsibilities related to the privacy of student records.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022; 2023; 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers





## Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

