

Ridgway Area SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

62 School Dr
 Ridgway, PA 15853-9803
 814-773-3146
 Superintendent: Heather McMahan-Vargas
 Director of Special Education: Erica Heindl

Planning Committee

Name	Role
Erica Heindl	Administrator : Special Education
Heather McMahan-Vargas	Administrator : Professional Education Special Education
Thomas Podpora	Building Principal : Professional Education Special Education
Pamela Yeager	Building Principal : Professional Education Special Education
Patricia Schaut	Ed Specialist - School Counselor : Professional Education Special Education
Amy Finn	Ed Specialist - School Psychologist : Professional Education Special Education
Heather Hess	Elementary School Teacher - Special Education : Special Education
Emily Dyne	High School Teacher - Regular Education : Special Education
Kathleen Cortina	High School Teacher - Special Education : Special Education
Jennifer Olay	Middle School Teacher - Regular Education : Professional Education Special Education
Heather Holstine	Middle School Teacher - Special Education : Professional Education Special Education
Dorothy DeCarli	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 132

Identification Method

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

As per Chapter 14, the District utilizes from K-12, a child find process that helps to examine whether a child is in need of a school-age evaluation. This evaluation process helps to determine whether a child exhibits a pattern of strengths and weaknesses relative to the intellectual ability as defined by a significant discrepancy between assessed intellectual ability and assessed levels of achievement relative to that child's same-age or same-grade peers. As part of this process, the District also assesses whether a child is achieving adequately for his/her age and is meeting State-approved grade level standards in one or more of the areas assessed (Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skills, Reading Fluency Skills, Reading Comprehension, Mathematics Calculation, or Mathematics Problem-Solving), even when provided with learning experiences and scientifically-based instruction that is appropriate for his/her grade level or State approved grade level standards. Likewise, the District also examines whether or not the findings are primarily the result of a visual, hearing, or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental factors, economic disadvantage(s), and/or limited English proficiency. This determination is made by gathering information from the child's parent(s)/caregiver(s), teachers, school counselor, school nurse, and any other relevant professional involved with the child's education. Additionally, observations are conducted in an instructional setting and a review of available educational, medical, and provider services is completed.

The District ensures that the child's suspected Learning Disability is not due to a lack of appropriate instruction in the areas of Reading or Mathematics. At the District level, the School's Board of Directors helps to assure that students are provided with general education instruction delivered by highly qualified personnel both prior to and during the evaluation process. In addition to the certification requirements that deem a teacher to be "highly qualified," teachers are also routinely observed and evaluated by their immediate supervisor and must submit standard-based lessons on a weekly basis.

The District utilizes research-based Language Arts/Reading resources and texts from K-12. Professional development opportunities are selected based on their focus on the design and delivery of research-based assessment practices (formative, summative, and diagnostic assessments such as

IRI's, etc.) and instructional strategies. In addition, criterion-based, curriculum-based, and benchmark assessments are administered at reasonable intervals throughout the school year to help ensure that students are demonstrating progressive growth and achievement. These are utilized as means to formally assess student progress and growth during instruction.

Specifically, within grades K-5, teachers administer common assessments on a quarterly basis. Additionally, at the elementary level, teachers utilize Study Island, STAR Early Literacy, STAR Reading, and STAR Math assessments. AIMS Web probes in Reading and Math are used to help monitor student progress and to design instruction based on the data generated. At the middle and high school levels, Study Island and Classroom Diagnostic Testing (CDT's) are used for the purpose of gathering data on the progressive growth and achievement of students. At the secondary level, teachers administer unit tests, mid-year exams, and final exams. The aforementioned data which is generated is also used in the evaluation/reevaluation process by the team to help determine if a Specific Learning Disability is an appropriate diagnosis.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Upon review, the Ridgway Area School District Enrollment Difference Status is not significantly disproportionate.

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?

Upon review, a 1306 facility does not currently exist within the boundaries of the Ridgway Area School District.

Incarcerated Students Oversight

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

The coordinator of our incarcerated youth program receives a weekly fax from the Prison Counselor of the Elk County Prison. The fax lists all inmates twenty-one (21) years of age or younger. The coordinator then interviews each new inmate and explains his/her options for an education. The coordinator attempts to secure records, with the assistance of the Office of Student Services, from the student's home school district for students of compulsory school age or for those students ages 17 — 21 that have not received a high school diploma and wish to continue their education. (The district and coordinator understand that student records can also be requested through the Correction Education Records Center. However, the district and coordinator have found requesting records from the home district is a faster process and provides insight into the student's abilities.) The educational process begins as records are gathered. Once records are received and reviewed, the educational process is revised, if necessary. If records indicate that a student has an IEP and therefore is in need of specially designed instruction, an IEP team meeting is held. If records received indicate that the student received special education services in the past and quit school, the Ridgway Area School District will issue a Permission to Reevaluate in order to assure appropriate services are being provided. The student's home district is invited to participate in all meetings, as well as the student, his/her parent(s)/guardian(s), a regular and special education teacher, and the host district's LEA.

Timelines for Evaluation/Reevaluation Reports and IEP Team meetings are monitored and followed as per PDE regulations as long as the student remains incarcerated. The coordinator and instructors can also refer a student for an evaluation if he/she believes that an inmate may be eligible for special education services. If a referral is made, the district's school psychologist would begin the evaluation process by securing parental permission. If, through the evaluation process, a student is determined to be eligible and in need of special education services, an IEP is developed, NOREP issued, and services are implemented. Once a program has been implemented, quarterly reports and copies of each student's progress monitoring are faxed or mailed to the home district and to the parents of the incarcerated youth. A copy is also given to the student. When incarcerated students meet graduation requirements, the home school district is notified and the home school district issues the diploma. Ridgway Area School District personnel complete the necessary paper work (NOREP and Summary of Performance). The warden is also sent a copy of the district's annual public notice prior to the start of each school year. Notice of Parents Rights under FERPA and a Public Notice of Education Programs available at the Elk County Prison are posted in the general reception area.

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.

Prior to referral to the multidisciplinary evaluation team or simultaneously (if parent requests a MDE), student achievement, progress, and growth are monitored through a multi tiered system of support model via data team meetings at the elementary level or through a child study model via data analysis team meetings at the middle school and high school. At this level, baseline data is collected and strategies to be used are outlined and implemented in an attempt to maintain the student in the regular instructional environment. The success of the supports provided via the RtII model are reviewed at approximately day thirty (30) and again at approximately day sixty (60). At day thirty (30), strategies are evaluated and adjusted if necessary. In the child study model of child find at the middle and high school, student data is analyzed, the child study team convenes (team members include school counselor, classroom teachers, nurse, administration and the child's parent), and interventions are identified. Interventions are implemented and evaluated every 15 days for two cycles. At the conclusion of 30 days, the team reconvenes and makes a determination whether to continue with the interventions, modify the interventions or refer the child for a Multidisciplinary Evaluation (MDE). When the implemented supplemental aids and services fail to be intensive enough to maintain the student in his/her instructional environment then a referral is made for a multidisciplinary evaluation (MDE). The intensity of delivery of supports within the regular education environment is examined and the question of, "Are the accommodations above and beyond what the regular education environment can provide?" is considered.

The information gathered is summarized, a determination of eligibility and need is made, and recommendations for the individual student are generated. The IEP team then considers the data compiled by the multidisciplinary evaluation team and determines to what extent the particular student with a disability is educated and can be educated with non-disabled peers. The team looks for evidence that all efforts have been made to maintain the student in the regular instructional environment in accordance with the Gaskin Settlement. Regular and special educators work collaboratively to provide the necessary accommodations to support children with disabilities in the general education environment. It is only when these accommodations, which include a variety of supplemental supports and services, do not foster success that a more restrictive environment is considered. When strategies implemented are not successful, a full continuum of special education services is available. The IEP team then must determine the appropriate group, the level of intervention, and the location of intervention on an individual basis. Once students are identified as eligible and in need of special education services, IEP teams continue to examine the educational needs of children. It is only after those supports have proven to be ineffective are students with disabilities removed from the general education environment only to receive the special education

services outlined in his/her IEP. Identified students who prove not to be positively impacted by instruction in the regular education setting even with supplemental aids and services are sometimes considered for a pull-out program as appropriate. The District assures that students will not be educated in the same group as older or younger students who exceed the age range requirements and if this does happen, then for the students who exceed the age range requirements, those students' IEP teams will respectively make that determination and it will be documented in the given student's IEP.

It is the goal of the IEP team to support students and return them to instruction in the regular instructional environment. Full inclusive services begin and continue at all grade levels based upon individual student needs. As students transition from elementary to secondary years, the district has seen a decrease in the need for the amount of direct specialized instruction and an increase in the need for more direct supports in the regular education environment. Additionally, as students transition through high school, the district has also observed the decrease in any need for specialized services and has exited students as reflected in the percentage of students in the category of "no longer needs special education". The majority of Ridgway Area School District students with disabilities, to some extent, are served in the general classrooms. It is our district's philosophy to consider services in the general education environment before considering more restrictive settings. Students with disabilities are given the same opportunities to access non-academic and extra-curricular activities as their non-disabled peers. The Ridgway Area School district provides teachers with ongoing support through the use of in-service trainings, PaTTan trainings and TAC team consultants so they are able to include students to the maximum extent possible. Our district continues to meet the SPP Target for Indicator 5: Educational Environments. The following information is documented per each academic year's Child Count numbers, which are submitted each December:

SCHOOL YEAR & INFO. PER CHILD COUNT DATA	S.E. INSIDE REGULAR ED. CLASSROOM 80% OR MORE	S.E. INSIDE REGULAR ED. CLASSROOM < 40%	S.E. IN OTHER SETTINGS
2015-16 (Source: December 1, 2015 Child Count)	72.9%	0%	0%
2016-17 (Source: December 1, 2016 Child Count)	75.2%	0%	0%
2017-18 (Source: December 1, 2017 Child Count)	68.8%	8.8%	0%
2018-19 (Source: December 1, 2018 Child Count)	65.6%	0%	0%
2019-20 (Source: December 1, 2019 Child Count)	77 students	8 students	0 students

The Ridgway Area School District currently (2019-2020 school year), as of March 17, 2020, has 2 special education students placed outside of the district. One student is placed in the Elk Intensive Outpatient Program; this placement determination was made after considering the full continuum of

services offered within the Ridgway Area School and after determining the nature, degree, and severity of the disability which required a more highly structured, specialized learning environment. One student is placed in the Crossroads Partial Hospitalization Program; this placement was the result not of a school-based determination, but was made per the recommendations of a mental health/medical provider. Ridgway Area School District supports that provider's recommendation and is providing the partial hospitalization program with the necessary materials relative to that student's IEP and current instructional needs.

Behavior Support Services

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

The FSG Elementary school, in collaboration with IU 9 and Pattan, continue the implementation of the school wide positive behavioral support plan which was first devised in the 2018-19 School Year. This continues to serve as the foundational piece upon which behavioral expectations and interventions are built. The Ridgway Area School District recognizes the requirement to develop and implement positive behavior supports and the importance of those supports as related to the development of students' social and emotional well-being. These supports are essential for those students who demonstrate challenging behaviors in the school setting that interfere with their learning or the learning of their peers. Positive behavior support programs include a variety of techniques to develop and maintain skills that enhance an individual student's positive behaviors while having the opportunity to learn appropriate replacement behaviors for those that interfere with learning, all while building self-confidence and self-esteem.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used in circumstances when student and staff health, welfare and safety are in jeopardy and/or after lesser restrictive measures, including verbal and nonverbal de-escalation techniques have not been successful. Each building has established teams trained in Safety Care Techniques. Safety Care certifications renewals are conducted on an annual basis. New staff training in Safety Care is offered two times per calendar year. Behavior support programs and plans shall be based on a functional behavioral assessment, behavioral data collection, classroom observation and shall include a variety of researched-based techniques to develop and maintain skills that will enhance each student's opportunity for learning, grow a develop adaptive behaviors for the purpose of attaining independence and self-fulfillment.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Positive Behavior Support Plan. Positive Behavior Support Plans are reviewed as necessary following disciplinary events, to assure the appropriateness of the plan. In addition, manifestation determinations are conducted in accordance with Chapter 14.

Any student with an IEP who exhibits behavior problems which interfere with his/her learning or that of others, must have a positive behavior support plan. The behavior support plan will be: developed by the IEP team, be based on data collected as a result of a functional behavioral assessment, become part of the student's IEP, focus on positive rather than negative consequences, & use interventions that are least restrictive and least intrusive as necessary. Staff will continue to be trained periodically on positive behavior supports that can be incorporated into the classroom as well as deescalation techniques, including Safety Care Trainings.

All students in the district, both at the primary and secondary levels, are responsible for adhering to the discipline policies as outlined in the student handbooks. At each building level, students are recognized for kind acts via programs such as "Student of the Month". Teachers often put into place classroom management strategies which result in more positive behaviors. At the elementary school, for example, the classroom plans are rooted in the building-wide positive behavior support expectations. The students all work towards being an Elite Elker (Expect the Best, Lead by Example, Kindness Counts, Everyone Matters, Responsible and Ready).

In addition, the District is continuing to partner with Dickinson Center Inc. to provide the LIFE program for students in grades K-5. LIFE is a prevention program to enhance students strategies for coping with stressors that may exacerbate mental health conditions and decompensation within the school setting. Secondary to the provision of LIFE is the integration of a part time mental health specialist for intervention. The part time mental health specialist is available to students in the District, at all grade levels, on an as-needed basis or through working with the student as an out patient client. In addition, both the LIFE coordinator and the part time mental health specialist spend time in the elementary level classrooms presenting information relative to mental and behavioral health. Small group counseling and skills-building are additional components of these services.

In the middle and high school building, check-in services are provided through Dickinson Center, Inc. A mental health professional can conduct check-ins with students based on need or based on a self-referral or a referral from the District. At times, check-in's are part of a titration plan as a student

transitions from a higher level of care. While check-in's are informal opportunities to gauge how a given student is doing and to help determine if more intensive services are warranted, the provider also can complete an intake process with a given student and begin to see that student on an outpatient basis within the school setting. This service is available to any middle or high school-age student.

At the middle school level (grades 6-8), the school has contracted with Dickinson Center, Inc. to implement a school-based mental health program: Community and School Based Behavioral Health (CSBBH). Mental health professionals conduct services within the student's classroom, in the mental health provider's office located within the building, and in the home and community. Collaboration takes place with not only school staff and other school-based providers, but also with psychiatrists as needed, the clinical evaluator for the agency, the clinical supervisor for the agency, and the insurance provider. Likewise, there is collaboration between CSBBH providers and parents/caregivers as well as other community-based services and providers.

When needed, CSBBH plays an integral role in the referral process involving partial hospitalization, inpatient hospitalization, crisis assessment, and/or out-of-school/out-of-home placements (i.e. STAR program).

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 Ridgway Area School District (RASD) has been successful in providing a Free Appropriate Public Education to students with disabilities. However, the district has, in the past, and will most likely encounter in the future, difficulties locating and accessing programs for students with low incident disabilities. The RASD will utilize all resources available to locate services for students that are difficult to place. In such cases, the district would first consult the local Intermediate Unit and ask for the utilization of the Fair Share plan. If an appropriate placement cannot be secured, searches would continue in neighboring school districts and Intermediate Units, approved private schools,

and other public and private facilities.

The district does work closely with local mental health service providers, including Cen-Clear Children Services & Dickinson Inc., Merakey, Elk County Children and Youth Services, Cameron-Elk Behavioral and Developmental Program (also known as: Cameron-Elk Mental Health Mental Retardation), the Elk County Probation Office, Family Group Decision Making, the Office of Vocational Rehabilitation Services (OVR), Project RAPPOR, Independent Living, and is an active member of Interagency Teams. The Ridgway Area School District supports the Interagency Approach by readily accepting the assistance of Therapeutic Staff Support personnel, Mobile Therapists, Behavioral Support Consultants, Intensive Case Managers, and Resource Coordinators within the educational setting, to name a few. Representatives from the district actively participate in Interagency Team Meetings to provide input and support. The district will continue to work with these agencies, as together, the efforts remain focused on maintaining each student in his/her home school district.

Students who are medically placed at partial hospitalization programs are also supported by the district. District staff participate in each student's treatment team meeting and work towards helping to ensure a successful transition back to the school setting. Often times school-based mental health services assist with that transition. Beginning with the 2015-2016 school year, the District began partnering with three local school districts, the Intermediate Unit 9, and Dickinson Inc. to develop an Intensive Out-Patient Program (Elk IOP), for students with emotional disturbances whose behavioral needs exceed the supports and services that can be met within the emotional support classroom or in the regular school environment within the home school district building. This program is operated in a neighboring school district and is an approved educational program by the Bureau of Special Education.

Additionally, the District's Office of Student Services has been named as the coordinator of Foster Care and Homelessness. Students who are placed in a foster care setting, including in a therapeutic foster care home, outside of the home district are unenrolled as RASD students, however, communication and coordination continues to take place between the districts in an effort to help ensure that when the transition back to a home within the home district is recommended and appropriate, then that transition can occur more seamlessly. Likewise, students who are deemed to be "homeless" per the state's definition, are provided with specialized transportation so that they can continue to attend school within their home school district and continue to receive the services which have been outlined as appropriate.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Elk County Prison	Incarcerated	The Ridgway Area School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
EIOP - Elk Intensive Outpatient Program	Other	Emotional Support Placement	1
Crossroads	Other	Partial Hospitalization where they additionally receive education	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2019

Reason for the proposed change: Change of program for this student

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	0.6
Locations:				
FSG Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.4
Locations:				
FSG Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016

Reason for the proposed change: Students met IEP goals and objectives and were dismissed from speech via the re-evaluation process. The number of dismissals have reduced the case load.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	12	0.9
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
Ridgway Area School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	1	0.1
Locations:				
RMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 26, 2019

Reason for the proposed change: The previous Autistic and Life Skills classroom was split into two separate classrooms/programs to allow for more individualized instruction to meet the ever increasing needs of these student populations.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	1	0.1
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
FSG Elementary	An Elementary School	A building in which General		

School	Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	5	0.6
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
FSG Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 11	2	0.3
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen, the IEP team will make that determination and it will be documented in the IEP.				
Locations:				
FSG Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 26, 2019

Reason for the proposed change: Additional students transitioning in from EI programs as well as early identification of students; updating program profiles as a new director

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	11	1
Locations:				
FSG Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 26, 2019

Reason for the proposed change: The analysis of student needs based upon the IEP team decisions - initial and re-evaluation team decisions; these programs were not listed together in previous plan.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	9	0.6
Justification: Updated to reflect current caseload as per roster.				

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 11	5	0.4
Justification: Updated to reflect current caseload as per roster.				
Locations:				
FSG Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 26, 2019*Reason for the proposed change:* Updating program profile based on current student programs/needs**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	6	0.2
Locations:				
Ridgway Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	7	0.6
Justification: Updated to reflect current caseload as per roster.				
Locations:				
Ridgway Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 18	2	0.2
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
Ridgway Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2016

Reason for the proposed change: Updated the program in accordance to the roster for the 16-17 school year.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	1
Locations:				
Ridgway Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 24, 2016

Reason for the proposed change: Through the educational benefits that the students received from their IEP, students were able to be transitioned to a lesser restrictive environment.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 18	11	0.7
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
Ridgway Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 18	8	0.3
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does occur the students who exceed the age range requirement impact will be determined and documented by the students IEP team.				
Locations:				
RMS/RHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 20, 2015

Reason for the proposed change: Updated caseload assignment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	9	0.9
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the				

students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
Ridgway Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	1	0.1
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
Ridgway Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 24, 2019

Reason for the proposed change: Updated to reflect current caseload as per roster. It should be noted, this teacher teaches two regular education English class, hence she is not a full time special education teacher.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	4	0.7
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
Ridgway Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	1	0.3
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
Ridgway Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 26, 2019

Reason for the proposed change: Itinerant Autistic Support Students were added to her caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	5	0.3
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
Ridgway Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 21	3	0.4
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
Ridgway Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 19	3	0.3
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the student's IEP.				
Locations:				
Ridgway Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: August 26, 2019

Reason for the proposed change: The students that I removed are still going to be receiving deaf and impaired support, but their case manager will be a district employee.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 11	1	0.05
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the students IEP.				
Locations:				
FSG Elementary	An Elementary School	A building in which General		

School	Building	Education programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 18	1	0.05
Locations:				
Ridgway Middle/High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 26, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	5	0.8
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does happen the students who exceed the age range requirements, the students IEP team will make that determination and it will be documented in the student's IEP.				
Locations:				
FSG Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	1	0.2
Justification: The students will not be educated in the same groups as older or younger students who exceed the age range requirements, and if this does occur the student's IEP team will make that determination and it will be documented in the student's IEP.				
Locations:				
FSG Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education and Student Services	Ridgway Area School District	1
School Psychologist	Ridgway Area School District	1
Confidential Secretary	Office of Student Services	1
Paraeducator (ILS)	FSG Elementary School	1
Paraeducator (ILS)	Ridgway Area Middle/High School	1
Paraeducator (ILS)	Ridgway Area Middle/High	1

	School	
Paraeducator (AS)	Ridgway Area Middle/High School	1
Paraeducator (ILS)	FSG Elementary School	1
Paraeducator (LSS)	FSG Elementary School	1
Paraeducator (ES/LS)	Ridgway Area Middle/High School	1
Paraeducator (ES/LS)	FSG Elementary School	1
Paraeducator (ILS)	FSG Elementary School	1
Paraeducator (AS)	FSG Elementary School	1
Health Care Aide	FSG Elementary School	1
Paraeducator (ILS/LSS)	Ridgway Area Middle/High School	1
Speech Clinician	FSG Elementary School and Ridgway Middle/High	1
Paraprofessional (AS/LSS)	Ridgway Area Middle/High School	1
Paraprofessional (LSS/LS/ES)	Ridgway Area Middle/High School	1
Paraprofessional (AS)	Ridgway Elementary School	1
Paraprofessional (AS)	FSG Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	3 Days
Physical Therapy	Outside Contractor	4 Hours
Orientation and Mobility (30 minutes/month)	Intermediate Unit	7.5 Minutes
Mental Health Specialist	Outside Contractor	30 Hours
Community School Based Behavioral Health Team (CSBBH)	Outside Contractor	5 Days
Vision Impaired Support	Intermediate Unit	30 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	2020-2021 through 2022-2023 School Year: The teachers and paraprofessional staff will enhance their knowledge of common characteristics of students diagnosed with Autism Spectrum Disorder including sensory, behavioral, environmental, and instructional needs.
Person Responsible	RASD Supervisor of Special Education Education, Building Principals, Special Education Teachers
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	2
# of Participants Per Session	80
Provider	District
Provider Type	IU 9, PaTTAN, local agencies, individual
PDE Approved	Yes
Knowledge Gain	Teacher will enhance understanding of how to support students diagnosed with Autism Spectrum Disorder within the general education classroom environment and instructionally in the general education curriculum with supplemental aids and services as specified through an evaluation/re-evaluation process and/or in the student's IEP.
Research & Best Practices Base	The information provided will be from literature sources and trained presenters that promote research-based programs, services, and interventions so that students with this diagnosis are able to be included in the general instructional environment to the maximum extent possible, with the outcome being development and growth as learners in the academic, social, and emotional domains of the school environment as a whole.

<p>For classroom teachers, school counselors and education specialists</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>For school or LEA administrators, and other educators seeking leadership roles</p>	<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>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>
<p>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Reviewing SDI's of Autistic students in each teacher's classroom and

	how best to meet the needs of each student
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>

Behavior Support

Description

2020-2021 through 2022-2023:

Teachers will gain knowledge of school wide positive behavior supports including: de-escalation techniques, classroom management strategies, strategies for engaging reluctant learners, and executive function skills which can be used within the school setting. Evidence these interventions are being utilized will consist of administrative observations of the implementation of school wide positive behavior support, the use of deescalation techniques, the development of positive classroom management practices, and increased student engagement (as evidenced through a reduction of incomplete homework assignments and a decrease in academic failure related to work not turned in). A decrease in the number of discipline referrals would also serve as evidence for the successful use of these interventions.

More specific components of these types of personnel development will include: Trauma Sensitivity training and Safety Care training.

Person Responsible

RASD Supervisor of Special Education, Building Principals, Special Education Teachers, Regular Education Teachers

Start Date

7/1/2020

End Date

6/30/2023

Program Area(s)

Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	4

# of Participants Per Session	80
Provider	District
Provider Type	IU 9, local agencies, TAC team consultants from Intermediate Unit #9
PDE Approved	Yes
Knowledge Gain	The teachers and paraprofessionals will gain knowledge related to use of school wide positive behavior supports and deescalation techniques in the regular educational classroom setting. In addition, participants will gain additional knowledge in regards to strategies for engaging reluctant learners, sensory issues and classroom environment, how to integrate executive function skills into the regular classroom setting, and classroom management techniques. Included within this knowledge will be information pertaining to ways to understand and create trauma-sensitive school environments and ways to engage in Safety Care implementation (those trained in Safety Care will receive formal certification per the policies outlined for this type of training/implementation).
Research & Best Practices Base	The information on sensory issues and classroom environment, executive function skills, classroom management practices, positive behaviors supports (including Trauma-Sensitivity training) and deescalation techniques (including Safety Care training) provided to the teachers will be based upon information found within research-based texts and resources.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other 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>
Training Format	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p>

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Integration of the positive behavior supports and deescalation techniques into the regular education classrooms, review and revision of school wide behavior support plans.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Decrease in frequency of incomplete homework assignments, decrease in academic failure related to incomplete assignments, analysis of safe schools data related to discipline referrals, suspensions, and expulsions.

Paraprofessional

Description

2020-2021 through 2022-2023 School Year:

Special education paraprofessionals will continuously improve their knowledge base within areas that are directly related to their specific assignments. The paraeducators will demonstrate an improved level of competency for assisting the students with special needs. Mrs. Susie Nussbaum, IU9 TaC consultant will be assisting with the process of each paraprofessional workig towards completing their paraeducator competency checklist. Within the classroom environment, they will use the newly learned methods and strategies for assisting students.

Person Responsible

RASD Supervisor of Special Education, paraprofessionals

Start Date

7/1/2020

End Date 6/30/2023
 Program Area(s) Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	60
# of Participants Per Session	16
Provider	The Ridgway Area School District; IU9
Provider Type	Administration, PaTTAN, IU 9
PDE Approved	Yes
Knowledge Gain	<p>Additional ways to assist the students within their assigned areas and per their identified needs.</p> <p>Learning the essential competency skills for a paraprofessional.</p>
Research & Best Practices Base	The materials used will be based upon information from researched-based resources and best practice.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p>
Participant Roles	Paraprofessional

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Use of the methods and strategies to assist the students with special needs in the classroom.
Evaluation Methods	Observation of the paraprofessionals within the classroom setting, interacting with the students as well as with the classroom teacher.

Reading

Description

2020-2021 through 2022-2023 :

The staff will receive professional development in the areas of Reading assessment administration, interpretation, and analysis of data for instructional planning and progress monitoring.

Person Responsible

RASD Supervisor of Special Education, Building Principals, Special Education Teachers

Start Date

7/1/2020

End Date

6/30/2023

Program Area(s)

Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	12
Provider	District
Provider Type	School Based, IU 9, PaTTAN
PDE Approved	Yes
Knowledge Gain	Teachers will gain knowledge pertaining to Reading in the areas of diagnostic assessments, scoring and data analysis, designing clearly defined instructional goals and objectives (as appropriate) based on PA Core Standards, the application and use of key elements of Universal Design for learning to plan daily lessons and instruction, and effective progress

	monitoring practices.
Research & Best Practices Base	The information provided to teachers will be rooted in best, research-based instructional practices related to Reading instruction and assessment.
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>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>Paraprofessional</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	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Teacher portfolios
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

Transition

Description

2020-2021 through 2022-2023 School Year:

During the afore-noted time period, the RASD secondary special education staff, special education supervisor/director of student services, and school psychologist will participate in an Indicator 13 Training: Self-Assessment of Current Transition Practices Elements of Effective Transition Practices. Mr. Brett Lasko, the IU9 TAC coordinator, will conduct a pre-assessment, provide on-site training, and conduct a follow-up assessment with regards to the development of transition services within a given student's IEP. This will take place in accordance with best practices in the domain of transition.

The RASD secondary special education staff, secondary guidance staff, and the coordinator of secondary supplemental programs will integrate best practices into the development of students' IEP's who are of transition age. In addition, the RASD Staff will work with local businesses and industries to provide students with local community-based vocational education experiences that will enhance student knowledge in order to better prepare them to be active participants in this transition process and to better prepare them to pursue post-secondary goals. Special Education teachers will continue to grow their partnerships with outside agency that will assist our students with success transitions whether it be to training/education or employment.

A systematic approach will be developed in relation to training parents and families regarding transition education services.

Person Responsible	RASD Supervisor of Special Education, Middle/High Special Education Teachers
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	10
Provider	Transition Coordinator with Intermediate Unit #9
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Teachers will implement their knowledge of transition as gained through the Indicator 13 training to support students within their classroom through the transition process and, ultimately, students are anticipated to be better prepared to achieve their post secondary goals.
Research & Best Practices Base	The information provided to the teachers regarding the process of transition will be based upon state regulations and best practices as outlined by PDE standards. The District will develop formal, collaborative agreements and structures with employers, employment-related agencies, and post secondary institutions to help facilitate collaborative service delivery.
For classroom teachers, school counselors and education specialists	<p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<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>Online-Synchronous</p> <p>Online-Asynchronous</p>

Participant Roles	Classroom teachers Supt / Ast Supts / CEO / Ex Dir School counselors Related Service Personnel
Grade Levels	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 Peer to peer assessment of transition services in IEPs and practices of classroom lessons and activities
Evaluation Methods	<ul style="list-style-type: none"> • Transition meetings and transition documentation within student's IEP's, students attainment of post secondary goals, surveys of graduates, the development of building and district level policies and procedures to support the implementation of effective transition practices.

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer