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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Special Education Report** Wednesday, October 31, 2007

**Entity:** Blairsville-Saltsburg SD  
**Address:** 102 School Lane  
Blairsville, PA 15717  
**Phone:** (724) 459-5500  
**Contact Name:** Arnold Nadonley

## School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Blairsville-Saltsburg SD	ARIN IU 28	Mr. Arnold Nadonley	5	2111	371

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Patricia Olson	Supervisor of Special Education	724-459-5500	724-463-5316	polson@arin.k12.pa.us

## Current Program Strengths and Highlights

- Committed and caring regular and special education staff
- Focus is on meeting the needs of special education students in the regular education environment with appropriate accommodations
- Psychological counseling services are available in the district's schools to address mental health needs of students
- Special education students have the opportunity to attend the Indiana County Technology Center to work on competencies in their vocational choice
- Students in Life Skills Programs participate in work experience activities, community based instruction and have access to a community learning lab to assist in reaching their transition goals
- Professional development activities that address the needs of the professional and support staff.

## Enrollment Differences

Category	District Enrollment	State Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
Autism	4.04%	3.20%	Yes	District enrollment is higher than state average	District will continue to use appropriate criteria to identify eligible students and to provide staff development to meet the needs of its students identified autism
Deaf-Blindness	0%	0%	No	Matches state average	
Emotional Disturbance	10.24%	9.70%	No	Higher than state average, but not disproportionate	
Hearing Impairment including Deafness	1.89%	1.10%	Yes	Slightly higher than the state average	Collaboration will occur with IU 28 itinerant hearing support teachers.

Mental Retardation	11.86%	9.40%	Yes	Higher than state average	Monitoring of the evaluation process will occur to insure students meet criteria for this disability.
Multiple Disabilities	0.54%	1.10%	Yes	Lower than state average	As needed, collaboration with IU and PaTTAN staff will occur.
Orthopedic Impairment	0.81%	0.30%	No	Higher than state average, but not disproportionate	
Other Health Impairment	7.28%	4.40%	Yes	Higher than state average	Professional development will be provided to staff working with this population
Specific Learning Disability	44.74%	53.90%	Yes	Lower than state average	The district will continue to use appropriate criteria to identify eligible students through the referral and evaluation processes.
Speech or Language Impairment	17.52%	16.00%	No	Higher than state average, but not disproportionate	
Traumatic Brain Injury	0.54%	0.30%	No	Higher than state average, but not disproportionate	
Visual Impairment including Blindness	0.54%	0.40%	No	Higher than state average, but not disproportionate.	

### Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0%	0%	No	Not disproportionate	
Asian/Pacific Islander	0.14%	0%	No	Not disproportionate	
Black (Non-Hispanic)	2.51%	0.27%	No	Not disproportionate	
Hispanic	0.05%	0%	No	Not disproportionate	
White (Non-Hispanic)	97.30%	99.73%	No	Not disproportionate	

## Exiting Statistics

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
91.80%	7.40%	94.44%	5.56%	No	The District's graduation rate for special education students is higher than the State average. These numbers are not disproportionate to the state.	

## Facilities for Nonresidential Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
None	Not applicable	0

## Incarcerated Students Oversight

There are no correction institutions located in the Blairsville-Saltsburg School District

## Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
None	Does not apply	0

## Personnel Development - PA NCLB Goal #1

<b>Topic</b>	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards
<b>Baseline Data</b>	PSSA scores in reading, writing, math and other academic areas. Curriculum based assessments.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007 - 2008 In-service days and other days as scheduled by training partners.	PATTAN Staff, IU Staff, Higher Education Staff, Educational Consultants	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Attendance logs will be maintained to document training in the academic areas. A 10% improvement in PSSA scores in reading, math and other academic areas over the 2006 - 2007 school year for students with disabilities
2008 - 2009 In-service days and other days	PATTAN Staff, IU Staff, Higher	Parent, New Staff, Paraprofessional, Instructional Staff,	On-site Training with Guided Practice,	Attendance logs will be maintained to document training in

as scheduled by training partners. Child focused trainings will be ongoing.	Education Staff, Educational Consultants	Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Educational Consultants	the academic areas. A 10% improvement in PSSA scores in reading, math and other academic areas over the 2007 - 2008 school year for students with disabilities
2009 - 2010 In-service days and other days as scheduled by training partners. Child focus training will be ongoing.	PATTAN Staff, IU Staff, Higher Education Staff,	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Educational Consultants	Academic logs will be maintained to document training in the academic areas. A 10% improvement in PSSA scores in reading, math and other areas over the 2008 - 2009 school year.

### Personnel Development - PA NCLB Goal #3

<b>Topic</b>	ASSISTIVE TECHNOLOGY: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	The Blairsville-Saltsburg School District has a well established working relationship with ARIN IU 28's assistive technology consultant. The District utilizes the IU's assistive technology library to conduct trials with devices for students. During trials with assistive technology, data is collected to determine effectiveness of the device. District staff needs to be surveyed regarding their ability to use assistive technology and on data collection for device use.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007 - 2010 - In-service days and other days as scheduled by training partners. Child focused training on devices will be ongoing.	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Child specific trainings	IEPs will list use of assistive technology. Data will be included in the IEP to support the effectiveness of the device. The Kurzweil software program will be available in all buildings. Staff training will occur on assistive technology- both high and low tech. Sign-in sheets will be kept to document training in this area.

<b>Topic</b>	LOW INCIDENCE: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	Staff will be surveyed to identify training needs.

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
August 2007 - 2010 - In-service days and other days as scheduled by training staff. Child focused trainings will be ongoing.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Attendance logs will be maintained to document training in identified areas.

<b>Topic</b>	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	Results from the Professional Development Survey will identify training needs.

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
2007-2010 In-service dates and additional training dates as appropriate	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Child Specific trainings and college courses	Staff members will receive a yearly update on autism. Attendance logs will be maintained to document these trainings.

<b>Topic</b>	ROLE OF PARAEducator/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
<b>Baseline Data</b>	Paraprofessionals will be supported in attaining highly qualified status. Paraprofessionals will be surveyed each year to determine training needs. Professional staff certifications will be reviewed to ensure students with disabilities are receiving instruction from highly qualified staff.

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
2007-2008 - August 2007, in-service	PATTAN Staff, IU Staff,	Parent, Paraprofessional, Instructional Staff,	On-site Training with Guided Practice,	All (100%) of the special education professional staff will meet highly

days and additional training dates as appropriate.	Higher Education Staff,	Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, College courses	qualified status and at least 80% of the paraprofessionals will meet highly qualified status. Certificates or other evidence will be provided to document highly qualified status for paraprofessionals.
2008 - 2009 - August 2008, in-service days and additional training dates as appropriate.	PATTAN Staff, IU Staff, Higher Education Staff,	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	Monitoring of the certifications of professional staff will occur to make sure all staff is highly qualified for their teaching assignments. At least 90% of the paraprofessionals will meet highly qualified status. Certificates or other evidence will document highly qualified status for paraprofessionals.
2009 - 2010 August 2009, in-service dates and additional training dates as appropriate.	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, College courses	Monitoring of the certifications of professional staff will occur to make sure all staff is highly qualified for their teaching assignments. 100% of the paraprofessionals will meet highly qualified status. Certificates or other evidence will be used to document highly qualified status for paraprofessionals.

**Personnel Development - PA NCLB Goal #4**

<b>Topic</b>	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others
<b>Baseline Data</b>	Discipline reports/logs for students with disabilities. Ongoing consultation with the IU's Behavior Support consultant occurs in the development of behavior support plans. The district cooperates with agency personnel working in the school setting. For students receiving mental health services in the school, school staff participates in Interagency team meetings.

<b>Anticipated Training Dates</b>	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
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<p>2007-2010 - Inservice days and other dates as scheduled by training partners. Monitoring of individual student behavior plans will be ongoing.</p>	<p>PATTAN Staff, IU Staff, Higher Education Staff, College Courses</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, Journal articles, etc.</p>	<p>At the beginning of each school year, the special education supervisor will work with the emotional support staff to complete the Emotional Support Program Assessment to determine program/student needs. The emotional support staff will meet monthly with the supervisor of special education to monitor progress of the students in the emotional support program. Each year, general education staff will receive information/training on behavior management strategies. Attendance logs will be maintained to document attendance at these trainings. District placement of students in outside facilities, due to behavior problems, will only be made after functional behavior analysis and behavior support plans have proven to be ineffective.</p>
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**Personnel Development - PA NCLB Goal #5**

<p><b>Topic</b></p>	<p>TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult life.</p>
<p><b>Baseline Data</b></p>	<p>Every May, IEP meetings are held for students transitioning to school age programming. Preschool staff and agency personnel are invited to ensure a smooth transition.</p> <p>Current transition data - school age, work, post-secondary and or adult life is reviewed. Training is scheduled to meet identified needs.</p> <p>A review of the documentation of agency/staff participation in transition activities occurs yearly.</p> <p>Collaboration with the Indiana County Technology Center (ICTC) is ongoing. ICTC staff attends the IEP meetings of students enrolled in their programs.</p> <p>All ninth grade eligible students have vocational assessments to determine their interests and skills in various vocational activities. They also have an opportunity to tour the Indiana County Technology Center.</p>

	<p>If interested in this type of vocational programming, they job shadow their area of choice. Students have an opportunity to tour the Hiram G. Andrews Center in October.</p> <p>The Blairsville- Saltsburg School District continues to support the multi-district Learning Lab (apartment). Progress data is maintained on student IEP goals and objectives for students participating in this program.</p> <p>The district participates in the Work Experience Program. Once again, data is maintained for students on their job performance.</p> <p>Students are encouraged to participate in the Career Track Program. Information on this program is disseminated each spring.</p>
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<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
2007- 2008 In-service training days and other days as scheduled by training partners.	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, College Courses	The District will send staff to offered trainings on the administering of the student "Exit Survey." Staff will administer the survey to all eligible students. The District will maintain Transition Coordinators. These individuals will receive yearly training and will assist IEP teams complete the transition section of the IEP.
2008- 2009 In-service days and other days as scheduled by training partners.	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning, College Courses	Information from the Exit Survey will be used to determine training needs. The District will use the data to establish the percentage of students making successful transitions.  The District will maintain Transition Coordinators. These individuals will receive yearly training and will assist IEP teams in completing the transition section of the IEP.
2009 - 2010 In-service	PATTAN Staff, IU	Parent, New Staff, Paraprofessional,	On-site Training with Guided	The District will increase by at least

dates and other training dates as established by training partners.	Staff, Higher Education Staff	Instructional Staff, Administrative Staff, Related Service Personnel	Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	10% the number of students making a successful transition based upon the annual post graduation survey.  The District will maintain Transition Coordinators. These individuals will receive yearly training and will assist IEP teams to complete the transition section of the IEP.
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### **Ensuring FAPE**

If the Blairsville-Saltsburg School District has difficulty providing FAPE to students, we collaborate closely with local agencies. (MH/MR, CYS, Probation ,therapists, psychiatrists, etc.) The district would seek assistance from the Bureau of Special Education's SPOC. If needed, the district would ask for guidance from regional educational consultants from PaTTAN.

### **Hard-to-Place Students**

The Blairsville-Saltsburg School District recognizes that, at times, it will need to collaborate with agency personnel to secure placements for students with disabilities. The District works with the Base Service Units in Indiana and Westmoreland Counties to assist parents in getting mental health services for their children. The special education supervisor will contact service coordinators in Indiana and Westmoreland Counties when multiple service team members need to be gathered for coordinated programming. The District has contact individuals in the Indiana and Westmoreland Counties' Children and Youth Agencies. They also work closely with student assigned Probation Officers. If necessary, the District would work with the IU's Interagency Coordinator and PaTTAN's regional Interagency Consultant if a student becomes a member of the Cordero Class. The Department of Special Education is consulted for guidance in securing appropriate placements. (Approved Private Schools, etc.)

### **Collaboration in Providing Services**

The Blairsville-Saltsburg School District works effectively with service providers such as the Office of Mental Health/Mental Retardation, Children and Youth Services, local police departments and the office of juvenile probation. Additionally, the school district works collaboratively with private mental health providers. (e.g., Behavior Specialists , Mobile Therapists, Intensive Casemanagers, Therapeutic Staff Support, etc.)

The Blairsville-Saltsburg School District recognizes the importance of interagency collaboration. ARIN IU 28, PaTTAN and the Bureau of Special Education are accessed when needed to provide services to eligible students.

### **Improving Program Capacity**

The Blairsville-Saltsburg School District operates an Emotional Support Program in grades K-12. The district has increased its psychological services. This has been in response to an increase in the number of students needing psychological counseling. The District will continue to work closely with all local agencies, ARIN IU 28 and PaTTAN staff to assure appropriate programs and placements for all special education students whose needs require specialized programming and

more intensive services. The district regularly participates in Interagency Team meetings for students. District staff works cooperatively with students, family and program staff when students are transitioning from partial hospitalization programs to district programming.

**Coordination of Available Funds/Resources Usage**

The district does participate in the Access Program. The district has been very successful in applying these funds for special education equipment, support personnel and supplies for special needs students. In addition, the district keeps informed of monies available through grants and community resources to provide specialized services to students.

**Number of Students Billed to ACCESS**

96 students

**Ensuring Maximum Integration**

IEP teams develop educational plans based on the individual needs of the student. Placement decisions are made after the needs of the student are identified and goals and objectives are developed. The district uses supplementary aids and services to keep students in the regular education classroom. This includes assistive technology, instructional assistants and a team teaching model in the high school.

**Least Restrictive Environment - Facilities**

Facility Name	Type of Facility	Type of Service	# of Students Placed
Homer Center School District	Neighboring School Districts	Part-Time Hearing Support	3
Western PA School For the Deaf	Approved Private Schools	Full Time Hearing Support	2
Milestones Achievement Center	Special Education Centers	Full Time Emotional Support	2
Alpha Partial Hospitalization	Neighboring School Districts	Part Time Emotional Support	2
Adelphoi Alternative Education -Ridgeview Academy	Other	Alternative Education Program - Resource Learning Support	10
Tito Partial Hospitalization	Other	Part-Time Emotional Support	1

**LRE Data Analysis**

SE Outside Regular Classroom < 21%	SE Outside Regular Classroom 21-60%	SE Outside Regular Classroom > 60%	Special Education students in Other Settings	Data Analysis	Plans for Improvement
54.72%	31.00%	12.67%	1.62%	1. The District is above the State average for the number of students receiving special education services	The Blairsville-Saltsburg School District will continue to monitor student IEPs and seek to

				<p>outside the regular education classroom for less than 21% of the day. The District continues to comply with placing students in the least restrictive environment and provides supplementary aids, services and assistive technology to maintain students in the general education classroom. 2. The District is below the State average in the number of percentage of students receiving special education services outside the regular education classroom for 21 - 60% of the school day. 3. The District is below the State average in the percentage of students receiving special education services outside the general education classroom for more than 60% of the school day. 4. The District is below the state average for the percentage of students receiving special education services in other settings.</p>	<p>provide services and aids to support students in the general education classroom.</p>
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### Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Blairsville Elementary School	E	GE	R	LS	5	8	10	1.0
-	IU	Blairsville Elementary School	E	GE	R	LS	8	11	18	1.0
-	IU	Blairsville Elementary	E	GE	I	DHIS	9	12	1	0.5

		School								
-	IU	Blairsville Elementary	E	GE	I	SLS	5	11	50	.80
-	IU	Blairsville Elementary School	E	GE	FT	LSS	5	10	10	1.0
-	IU	Blairsville Middle School	M	GE	R	LS	11	14	19	1.0
-	SD	Blairsville Middle School	M	GE	R	ES	12	14	5	0.5
-	SD	Blairsville Middle School	M	GE	R	LS	11	14	10	0.5
-	SD	Blairsville Middle School	M	GE	R	LS	11	14	15	1.0
-	IU	Blairsville Middle School	M	GE	FT	LSS	11	14	10	1.0
-	IU	Blairsville Middle School	M	GE	I	DHIS	12	15	2	.05
-	IU	Blairsville Middle School	M	GE	I	SLS	11	13	12	.20
-	SD	Blairsville High School	S	GE	R	LS	14	18	16	1.0
-	SD	Blairsville High School	S	GE	R	LS	14	18	16	1.0
-	SD	Blairsville High School	S	GE	R	LS	14	18	16	1.0
-	SD	Blairsville High School	S	GE	R	LS	14	18	16	1.0
-	SD	Blairsville High School	S	GE	R	ES	14	18	16	1.0
-	IU	Blairsville High School	S	GE	FT	LSS	15	19	11	1.0
-	SD	Saltsburg Elementary School	E	GE	R	LS	5	8	15	1.0
-	SD	Saltsburg Elementary School	E	GE	R	LS	9	12	15	1.0
-	SD	Saltsburg Elementary School	E	GE	FT	ES	6	11	10	1.0
-	IU	Saltsburg Elementary School	E	GE	I	SLS	5	11	40	.90
-	SD	Saltsburg Middle/High School	M	GE	R	LS	12	18	15	1.0
-	SD	Saltsburg	M	GE	R	LS	14	16	15	1.0

		Middle/High School								
-	SD	Saltsburg Middle/High School	S	GE	I	LS	15	19	25	1.0
-	SD	Saltsburg Middle/High School	S	GE	R	LS	12	16	9	1.0
-	IU	Saltburg Middle/High School	M	GE	I	SLS	12	18	3	.10

**Justification:** The speech/language clinicians provide services to students in individual and small group settings, in all buildings, that comply with age range requirements.

In the Life Skills Programs, the IEP documents the exception to the age range requirements for students.

In the elementary Emotional Support Program, the IEP documents the exception to the age range requirement for students.

In the one Saltsburg Middle-High School Learning Support Program, the IEP documents the exception to the age range requirement for students.

### Support Staff (District)

School District: Blairsville-Saltsburg SD

ID	OPR	Title	Location	FTE
-	SD	Instructional Assistant	Blairsville Middle	1.00
-	SD	Instructional Assistant	Saltsburg Middle-High	1.00

### Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	ARIN IU #28	Instructional Assistants (21)	35 Hours
-	ARIN IU #28	Supervisor of Special Education	21 Hours
-	ARIN IU # 28	Psychological Services	35 Hours
-	ARIN IU #28	Psychological Services	14 Hours
-	ARIN IU # 28	Physical Therapy	3 Hours
-	ARIN IU #28	Occupational Therapy	5 Hours



# **ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS**

**School Years: 2007 - 2010**

The Blairsville-Saltsburg SD within ARIN IU 28 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

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 report 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 assures 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.

**This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.**

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**Board President**

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**Date**

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**Superintendent**

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**Date**