

Cranberry Area SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

3 Education Dr
 Seneca, PA 16346
 (814)676-5628
 Superintendent: William Vonada
 Director of Special Education: Jodie Chittester

Planning Committee

Name	Role
Beth Conkle	Administrator : Special Education
Elizabeth Daugherty	Administrator : Special Education
Kim Morrison	Ed Specialist - Other : Special Education
Andy Godinich	Ed Specialist - School Counselor : Special Education
Marcie Keenan	Elementary School Teacher - Regular Education : Special Education
Jessica Faunce	Elementary School Teacher - Special Education : Special Education
Andrea Rivera	Elementary School Teacher - Special Education : Special Education
Jai Hubler	High School Teacher - Regular Education : Special Education
Kristen Sandroek	High School Teacher - Regular Education : Special Education
Denise Schmader	High School Teacher - Special Education : Special Education
Paula Turk	High School Teacher - Special Education : Special Education
Kelly Mong	Parent : Special Education
Jodie Chittester	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 224

Identification Method

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

The Cranberry Area School District is presently utilizing a procedure which integrates features of both currently accepted methods of identifying students with learning disabilities. These two models are 1.) The 'discrepancy' model and 2.) The Multi-Tiered Systems of Support (MTSS) model. The discrepancy model is the sole model used during the multi-disciplinary evaluation process to establish the eligibility of students thought to have a learning disability as defined under IDEA. Currently students thought to have a specific learning disability must show discrepancy between ability and achievement scores during MDE assessment and have a need for specially designed instruction to qualify for service. However, an MTSS framework is utilized for the collection of data that contributes to decisions about when a student should be referred for a multidisciplinary evaluation.

Specifically in the area of reading, Cranberry Elementary has developed tiered system of supports involving a core curriculum chosen to address areas of need as identified by curricular analysis via examination of universal progress monitoring data, PSSA data and EdInsight data. A 2-hour 'block' of reading and language arts instruction was selected in order for the necessary intensity of instructional time in reading skills to accommodate a wide variety of learner needs. Screening and progress monitoring data is gathered for ALL students at Tier 1 using the DIBELS (K-3), Benchmark Reading Assessments (3rd-6th), STAR reading (1st-6th), PSSA (3rd-6th), Terra Nova (1st-2nd), OLSAT (2nd/4th) and EdInsight benchmarking in reading and math. One hour of instruction is provided to all students in the core curriculum. For students who are successful in Tier 1 (based on progress monitoring data), the second hour of instruction in the 'reading/ language arts block' then shifts from direct instruction in reading skills to a language arts focus including "Write Steps" instruction. Supports at Tier 1 include consultation with the Instructional Support teacher, small group instruction with the classroom teacher, and school-wide Title I reading services.

Students who make less than adequate progress in Tier 1 are referred for further support in Tier 2 which can include Title I reading intensive services, small group instruction with the classroom teacher, IST teacher consultation and/or direct assistance and/or direct assessment through the IST process. At Tier 2 in K-3, the frequency of DIBELS monitoring is increased to bi-monthly and the second hour of the two-hour 'reading/language arts block' is devoted to homogenous skill level grouping where students work in smaller groups with peers having similar difficulties in reading

skill development. Students receive supports determined to be necessary by the progress monitoring 'data analysis team' (which includes Title I reading staff, the instructional support teacher, regular education teachers, and the principal). At Tier 2 in 4th-6th, all students are provided with small group levelled reading intervention for thirty minutes. The students' group level and frequency of instruction (2-5 times per week) is determined by curriculum based progress monitoring data. Decisions regarding intra- or inter-tier movement of individual students at all grade levels are made by the data analysis team in conjunction with each student's teachers and using progress monitoring data. Students who fail to display sufficient progress in skill development at Tier 2 are then considered for Tier 3 level interventions. If they have not been already referred for IST involvement, they are referred at this point.

Tier 3 supports include those used at Tier 2 but also include access to aspects of specially-designed instruction that are used with students who have been identified as eligible for special education services. Depending upon the unique nature of a student's needs as identified by Tier 1 and Tier 2 supports, progress monitoring data, and any other data gathered (such as through targeted diagnostic assessment coordinated by the IST and/or school psychologist) students may have access to specially-designed instructional services to further ascertain the nature and intensity of the student's needs for instruction in order to make appropriate educational progress. Progress monitoring at Tier 3 is increased to once or twice weekly and even more substantially drives the location, nature, and intensity of instructional supports and services provided. Students who fail to make educational progress in reading skill development at Tier 3 are considered 'thought to be exceptional,' are referred for full multi-disciplinary evaluation, and these students are provided with access to specially-designed instruction through the appropriate learning support teacher at their grade level. At this point, while the MDE is being conducted (after receiving formal permission to evaluate through the parents/guardians), students are able to access specially-designed instruction in homogenous skill groups for the entire two-hour reading/language arts block. Progress monitoring continues at frequent intervals and is used to help determine the nature and intensity of special education supports that will be necessary for the student to make appropriate educational progress.

In the area of elementary math MTSS, the district has just adopted a common core based math curriculum, Everyday Math, as our Tier I instruction. This program was chosen based on our curricular needs identified from universal progress monitoring data and standardized assessment data. The district extended the math block to one hour daily at each grade level to allow for forty minutes of instruction and twenty minutes of leveled intervention. We have identified a Tier 2 intervention program, Number Worlds, which is used for twenty minutes daily in small group instruction by classroom teachers for students who need Tier 2 intervention. We are using progress monitoring data from Number Worlds, CBA and EdInsight math benchmarks. We are currently identifying additional progress monitoring measures that we can utilize to track student progress in math. Tier 3 in math follows the same supports provided to Tier 3 in reading - students can continue to receive ongoing instruction in the Number Worlds curriculum with additional skill instruction from support staff members.

At the high school level, the MTSS system is led by Child Study Team (CST) which includes guidance personnel, administrators, teachers, the school nurse and the school psychologist. This team meets twice a month to review students identified as "at-risk" from Tier I progress monitoring

and assessment data. This data includes: ALEK (7th-9th), Get More Math, EdInsight benchmarking, Read 180, Keystone, PSSA. The team also considers attendance, discipline and teacher input. Tier 2 students are placed on frequent monitoring intervals and receive can targeted academic interventions, SAP referrals, CARE team referrals and other agency referrals. Tier 2 students who do not make adequate educational progress and referred for full Multi-Disciplinary Evaluation.

One very unique aspect of the IST/CST process at Cranberry Area School District has been developed in conjunction with the Special Education Department. Specifically, this is the ability of the IST/CST to coordinate, with written parent permission, the use of individually-administered norm-referenced measures (such as those used for full MDE evaluations) in order to gather additional data that may be diagnostically-relevant in helping to rule-out other variables that may be impeding a student's progress; including behavioral or emotional issues, memory problems, mental retardation, specific language deficits, visual/perceptual deficits, attention or executive function deficits, etc.). Targeted assessment can then be conducted (by individuals such as the IST teacher, school psychologist and guidance personnel) using a variety of measures such as individual tests of intelligence, achievement, information-processing, behavior-rating scales, etc. Such data is used to help select a menu of interventions (from Tier 2 or Tier 3) based upon the specific needs of each student, and is also used to help determine the likelihood that a student would qualify for special education services if they were referred for a full multidisciplinary evaluation. To ensure that students who are not making adequate progress are not delayed from receiving a comprehensive evaluation, parents are informed of their right to request an evaluation for special education services at any point. If a parent makes an evaluation request, a Permission to Evaluate form is provided and the RTI process continues as part of the sixty day evaluation process.

In accordance with PA Standards and Regulations, the system adopted by Cranberry Area School District used to locate and identify all children thought to be eligible due to a learning disability is also applicable to students attending non-public schools. However, due to the nature of MTSS as a system-wide process that includes direct selection of Tier 1 curricula and methods for progress monitoring (and the lack of control that CASD has over the curricula and progress monitoring, pre-referral intervention techniques, etc.), the primary method used to identify students with learning disabilities in schools other than CASD remains that of a comprehensive multidisciplinary evaluation using the discrepancy model with as much attention as possible paid to ruling-out factors such as lack of instruction, curricular mismatching, and other factors extrinsic to the student that can impede learning.

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>

Based on the Special Education Data Report for the 2016-2017 School Year, our district identification rate is 18.8%, while the state average is 16.5%.

Our district has significant disproportionalities in our identification of Specific Learning Disabilities, Other Health Impairment and Speech and Language Impairment. The following is our trend data in these areas:

Year	OHI CR	OHI State	SLD CR	SLD State	Speech CR	Speech State
2017-18	28.1%		21.9%		21%	
2016-17	27.8%	14.9%	20.2%	41.8%	24.2%	14.7%
2015-16	26.5%	14.1%	26.5%	42.6%	19%	15.0%
2014-15	25.7%	13.2%	28.2%	43.3%	18.8%	15.4%

We believe that our discrepancies with the OHI and SLD categories are directly related. As a district we utilize an assessment approach that is far more comprehensive than those used for MDE by most school districts. As a result, we tend to identify students with executive functioning difficulties at an earlier age, providing services to them under the "other health impairment" category before their academic gaps become so pronounced that they are identified with a specific learning disability. Many students who meet eligibility criteria for a specific learning disability also display executive function (EF) deficits. In fact, contemporary neuroscientific research on LDs has revealed that over 50% of students with learning disabilities also display a clinically significant level of EF weaknesses and deficits (which we assess directly). When we have a student who meets eligibility criteria for a learning disability and also displays significant EF weaknesses, the multi-disciplinary team typically opts to consider OHI (Other Health Impairment) as the student's primary disability. This is deemed most appropriate because it assists in the recognition that EF weaknesses and deficits have a far more global impact on a student's performance across the curriculum than a "specific learning disability" in one specific curricular area. Many of our OHI students have Specific Learning Disability as a secondary identification. The "other health impairment" category also reflects an increase in local physicians diagnosing students with ADHD, anxiety disorders, PTSD, ODD, OCD and other medical and psychiatric conditions that can impact learning. We work closely with several pediatric doctors in our area, as well as the local behavioral health services providers on coordinating evaluations, monitoring and providing supports for students with medical and mental health difficulties.

As a relatively small district, our speech language percentages often reflect the number of kindergarten students entering our district from Early Intervention Services. Many of these students come in from EI with speech language services in place. This year, we had 11 students enter from EI. Next year, we have 24 of our 77 currently pre-enrolled students entering the district with EI services, or 31%. The majority of students who begin speech language services in the kindergarten and first grade years eventually test out of support by third grade. Over that past six years, we have had larger numbers of older students remaining in speech since we have been providing life skills services for students who normally would have been sent to other support providers in our intermediate unit.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1. Under Section 1306 of the School Code the Cranberry Area School District is required to allow nonresident students in children's institutions including detention homes, drug & alcohol treatment centers and others located in its borders to attend the public schools of the CASD. For some students living in these children's institutions this may not be appropriate because of the terms of the institutionalization or because of the particular educational needs of the student. Educational services would be available to any eligible student. Cranberry Area School District would be responsible for conducting "child find" screenings in conjunction with the facility personnel. Currently no such facilities exist within the District. The Cranberry Area School District has established our Director of Special Programs as the contact person for other host districts who do have 1306 facilities to ensure that our students are provided services in a timely manner and that our district assumes financial responsibility.

2. The local school district has the responsibility of attending the IEP meetings on site of a facility and may even provide the staff on site for the educational component in order to ensure that students are being educated in the least restrictive environment and to provide a seamless transition for services into the public school. The Cranberry Area School District may wish to conduct an educational or Alternative Education program if a facility were to open within the District. A minimum of twenty hours a week of instruction would be provided to eligible students. Instruction would include Language Arts, Math, Science and Health or Social Studies. The CASD also offers a continuum of services and supports. The IEP team would look at the most appropriate level of support that would meet the students' needs. Interagency collaboration is always considered along with the supports of the local Intermediate Unit. Should more intense levels of support be needed, PaTTAN and our local TAC team can be resources in ensuring FAPE.

3. To date, there have been no barriers that have limited Cranberry School District's ability to provide education services for students under Section 1306 of the Public School Code. Barriers would be addressed by providing a full range of services within the district and also providing services for students with more challenging behavioral needs through coordination and consultation with other agencies and the utilization of supplemental aids and services.

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).

Cranberry Area School District is NOT a Host District for any Correctional Facility or Prison within our borders. We do work with several facilities within the region including the Venango County Jail. With regard to our students who are incarcerated, Cranberry will comply with the request for records as soon as we receive a PDE-4605A from the host district which houses the facility. If a district resident is not currently enrolled in the district, but had not graduated and remains under the age of 21 and eligible for services, the district will provide services as requested. If an incarcerated student is "thought to be exceptional", the district will begin the MDE process. The district participates to the maximum extent in all IEP meetings of incarcerated students and requests frequent progress monitoring data be provided to the Director of Special Education. Discharge planning will include the LEA to facilitate the student's return to the district.

Least Restrictive Environment

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

1. The Cranberry Area School District offers a full continuum of services to ensure that students with disabilities are educated with non-disabled peers to the maximum extent possible. Before placing a child in special education programming, the IST/CST teams at the elementary and high school levels ensure that appropriate Tier I, Tier 2 and Tier 3 interventions have been provided and that a team approach has been utilized to determine the student's need for special education services. Upon identifying a student as having a disability and being in need of specially designed instruction, the IEP team determines program and placement decisions based on the student's strengths and needs. The IEP team first considers the regular education classroom with supplementary aides and services. Modifications to the curriculum can also be made in the general education classroom to allow maximum student participation. Specially designed instruction is provided in all

environments to ensure FAPE. CASD provides educational programs ranging from itinerant to full-time support for students with disabilities to ensure that students are educated in the general education classroom and their neighborhood school to the maximum extent possible.

2. The district utilizes inclusion and co-teaching in the elementary and high school levels. Resource rooms are available at all levels for students needing additional supports. Even in resource programming, students work within the general education curriculum to the fullest extent possible. The district will utilize modified curriculum only when a student cannot make appropriate progress with specially designed instruction, supplementary aides and services and additional supports. All identified students within the district, with rare exception, are scheduled in grade-appropriate elective courses such as health, art, physical education, computer, music, family and consumer science and technology. Additionally, all students participate with non-disabled peers in lunch, recess and extra-curricular activities. Technology support programs such as EdInsight, Get More Math, No Red Ink, Read 180 and Read Naturally are utilized to remediate and improve basic skills. Speech and language services are provided in district.

CASD consults with/contracts services from Riverview Intermediate Unit for vision support, autism support, occupational therapy, physical therapy, deaf/hard of hearing support, orientation and mobility support, and assistive technology. The district ensures that all special education teachers are included in district trainings that involve core instruction in the general education curriculum. The district ensures that newly adopted curricular materials and instructional materials are AIM compliant to allow full access to students with significant disabilities. CASD partners with the IU and PaTTAN for training in the areas of transition, behavioral support, common core, autism support, effective instructional strategies, school safety, co-teaching, UDL and assistive technology to maximize supports for all students in all environments. The district partners with local mental health agencies to provide SAP, counseling, TSS, mobile therapy and additional behavioral health services as needed.

During the course of our last special education plan, the district initiated Life Skills Support services for students in district, returning our students from contracted IU 6 Classrooms. The district now offers Life Skills support in grades 3rd through 9th. We are expanding each year as that population ages and will be extending through the high school ages. Our elementary staff members have had three years of training with the Project Max program. Our high school math and science teachers have undergone a year of training with a Project Max/Co-Teaching blend from our IU TAC team. The English and social studies departments are scheduled to complete the training next. Our only remaining populations that are contracted through the IU support classes are multi-handicapped services, autism/CLM services and emotional support services. We currently have no students in the multi-handicapped classes and only three in the autism/CLM classes, so those services will likely continue to be provided through contracting with Riverview Intermediate Unit 6. We are requesting that the IU move a high school level emotional support class to our building, which would return 6 of our 8 students in emotional support to their home school (another local district is undergoing a transfer of entity which put that class up for movement). As a district we continue to review data and consider making a district provided option for emotional support services.

3. The CASD IEP teams exhaust all programs within the school building before making a determination that a student is in need of an out-of-district placement. This is reflected in our SPP Indicator 5 target performance levels for 2016-17. We have a higher percentage (64.3%) than the state average (62.4%) for students included in regular education for 80% or more of their school day. We have approximately the same (9.4%) as the state average (9.0%) for students included in regular education for less than 40% of their day. We have a nominal percentage (does not register) for students educated in other settings. As a small rural district, our outside placements often reflect services that we are unable to provide due to the minimal number of students needing those services at an intense level. Some outside placements include partial hospitalization mental health programming at Clarion Psychiatric Center, Bethesda Children's Home, and the Regional Counseling Partial Program. When students are placed out of district, our IEP teams monitor their progress with the goal of student re-entry into the district as soon as possible.

Behavior Support Services

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

1. The Cranberry Area School District has implemented a school-wide positive behavior support system K-12. Staff members have had overviews on the SWPBS as well as instruction in positive behavior support strategies. The basic behavioral principals for the district are: Be Ready, Be Respectful, and Be Responsible. CASD recognizes that all students have the right to:

- A full education while assuming certain responsibilities which reflect student self-discipline
- To enjoy and benefit from the opportunities for learning in an environment that nurtures their academic, physical, social and emotional development
- The respect of students' rights by their peers
- The respect of students' rights by all adults involved in their education
- Utilization of school facilities, materials and equipment which have been provided for their educational and recreational use

A copy of the school-wide positive behavior support system information and all disciplinary information is printed annually in the student handbooks. Each student in the district receives a copy and parents are required to sign stating that they have reviewed the handbook. At the high school level, the entire handbook is reviewed with all students during their first week of history classes.

Cranberry Area School District has defined behavior outcomes for Level 1, Level 2, Level 3 and Level 4 behaviors in writing in all student handbooks. Appropriate disciplinary options and procedures are defined for each level. CASD also has board policies defined in the student handbook

for drug awareness, weapons violations and unlawful harassment in compliance with all state and federal regulations.

Cranberry Area School District has procedures in place to handle bullying incidents for the safety of all students; including our special education population. The following is an excerpt from our student handbook:

Bullying /Cyber-Bullying – Policy #249

Policy

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students which occurs in a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:

- Interference with a student's education
- Creation of a threatening environment
- Substantial disruption of the orderly operation of the school

Bullying, as defined in this policy, includes cyber-bullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Authority

The Board prohibits all forms of bullying by district students.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying shall be investigated promptly and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Delegation of Responsibility

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Each student shall be responsible to respect the rights of others and to ensure an atmosphere free

from bullying.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three years and recommend necessary revisions to the Board.

District administration shall annually provide the following information with the Safe School Report:

- Board's Bullying Policy
- Report of bullying incidents
- Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines:

- The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.
- This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.

Education:

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

Consequences for Violations:

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

- Counseling within the school
- Parental conference
- Loss of school privileges
- Transfer to another school building, classroom or school bus
- Exclusion from school sponsored activities
- Detention
- Suspension

- Expulsion
- Counseling/Therapy outside of school
- Referral to law enforcement officials

**References: School Code – 24 P.S. Sec. 1302-A, 1303.1-A
State Board of Education**

The Cranberry Area School District is in the process of revising our district policy on suicide awareness, prevention and response procedures. This policy establishes school wide procedures for dealing with students who are thought to be at risk for suicide. It includes risk factors, warning signs and response actions. This policy will go to the school board for approval in March.

2. Cranberry Area School System implements an MTSS model approach to behavioral support services. All students are monitored on a Tier 1 basis through the SWPBS reinforcement and discipline records. Students who are identified as needing additional supports are referred to the IST/CST teams for additional monitoring and assessments. Assessments can include – direct observation documentation, rating scales (BASC, BRIEF, SPS) and staff anecdotal records. IST/CST and IEP teams can implement individual behavioral goals and plans for students at Tier 2. Students can also be referred for guidance, SAP, BHRS or CARE team services. Tier 3 students are those unable to maintain appropriate behaviors even with Tier 2 supports. At Tier 3 students may be referred by the CST/IST team to an MDE process. If the student is already an IEP student; an updated evaluation and functional behavior assessment will be conducted with parent approval. The IEP team then develops a Positive Behavior Support Plan specific to the student that is implemented in all environments as needed. Cranberry Area School District also utilizes IU behavior specialists to consult with staff on individual students and to be part of the PBSP process.

Cranberry Area School District implements the CPI crisis management and de-escalation program. Staff members in all buildings are trained in CPI annual by the Riverview Intermediate Unit. These staff members serve on building crisis teams that do routine reviews of crisis management procedures to be ready to handle situations that arise. All child-specific aides and instructional aides are CPI trained. Recognizing the value of de-escalation techniques in all environments and in a variety of situations, CASD provides routine training in SWBPS and de-escalation strategies to all staff members.

3. During our last special education plan development, the Cranberry Area School District had been meeting on a monthly basis with Venango County Human Services in conjunction with our three other local districts to develop a plan for incorporating additional behavioral health services in the school environment. The goal of that team was to have in-school behavioral health services in all four districts at the K-8 level with an intensive BHRS high school level program serving high school students from all four schools. At the time, we had identified locations for the team to work within our buildings and potential students at risk.

Due to cuts in funding and loss of several local service providers, especially psychiatrists, the county did not move forward with the development of those in-school services. Cranberry Area School District continues to actively search for a BHRS provider who would be willing to work with the district to establish school based services on a daily basis. In the meantime, Cranberry works

collaboratively with all local BHRS providers to access services for our students including mobile therapy, BSC, and TSS services in the school environment as well as outpatient counseling and therapies. Our teachers provide feedback through filling out input forms and participating via phone or in person at ISPT meetings.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. The Cranberry Area School District currently has no students or disabilities categories in which we are having difficulty ensuring FAPE. Cranberry utilizes a team approach in conjunction with outside service providers to ensure that all students have access to FAPE. The district also has an in-house cyber program that can be utilized to provide access to students either by student/parent choice or by short term necessity (homebound). In the event that we do experience difficulty in providing a student with appropriate services, the district will work with the IU 6 TAC team member specializing in the Intensive Interagency Process to remediate the situation. Our Director of Special programs analyzes placement data and projections annually to ensure that adequate support services and personnel are provided across all age levels and support categories.

2. Cranberry Area School District does not have in-house emotional support, autism support or multiple disabilities support. Therefore, Cranberry Area School District utilizes the Riverview Intermediate Unit 6 classrooms to address the variety of disability-related needs for these learners. As always, the IEP team meets to determine appropriate placement. Needs and strengths are looked at individually. Students are provided a continuum of services in-house before outside placement options are considered. Occasionally, a student is placed in an IU6 classroom in a neighboring county that offers identical services to our own county due to the class proximity in distance to the student's home.

Outside placements can include AEDY at Pathways Adolescent Center and Keystone SMILES Program as well as partial hospitalizations at Clarion Psychiatric Center and the Venango County Partial program. Through Venango Technology Center, the Diversified Occupations program can be used to benefit hard to place students by securing a job as a means of dropout prevention. Keystone Smiles also utilizes an Americorp Program to provide paid work experience to at risk youth. Residential Treatment Facilities, which are not available locally, have also been utilized in conjunction with recommendations from student health providers. When a student is returning

from any of these alternative placements, an IEP meeting is held to review what is needed to make the transition back to Cranberry Area School District as seamless and successful as possible.

3. Cranberry School District works closely with outside agencies, especially local BHRS providers to support our students. We continue to look for in-school BHRS service provision. The district is analyzing our current population of students in the emotional support IU6 classes and working to develop programming that may increase the likelihood of keeping those students in district. Our Director of Special Programs is planning to implement a parent-advisory team, comprised of special education staff and parents. That team will work to develop connections with community agencies and support groups and to facilitate parent education opportunities in district.

Strengths and Highlights

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

Cranberry is proud to offer a staff of regular education teachers, special education teachers, and paraprofessionals who are highly qualified. Our knowledgeable staff works cooperatively in a team approach to provide appropriate instruction for all students. We have high expectations for participation and proficiency on the PSSA and Keystone Exams. We offer reading instruction through the 9th grade and a remedial algebra course if needed to ensure students reach their full reading and/or math potential. Our staff attends professional development activities to remain up to date on current research involving autism training, behavior, co-teaching strategies, PDE changes, transition and the special education leadership information. Providing parent trainings, increasing involvement, and communication are very important.

Management of our services is thorough. Our pre-referral program exists in K-12. In-house services for speech, language, guidance and life skills are available. IU support is provided for vision, hearing and occupation/physical therapy. Our continuum of services ranges from co-teaching classrooms to IU placements involving emotional support, Competent Learner Model/autism support, and multi-disability support. As necessary we work with agencies such as OVR, Value Behavioral Health, Venango County Human Services and the Venango Technology Center to meet student needs effectively. Our use of technology, such as IEP writer and progress monitoring programs, helps us in evaluating achievement and managing paperwork. Before school tutoring and after-school resource periods provide extended learning opportunities.

Highlights of our K-6 program include:

Reading Specialists serving K-5
 School wide Title I
 Effective Instructional Support Pre-Referral Program

Early Intervention Transition Plan

Multiple screenings at kindergarten registration for Child Find and early identification

Co-Teaching 3rd - 6th at Cranberry Elementary

Guidance Program (K - 6th)

Social skills training groups and career development instruction provided by guidance counselor.

AI's Pals program for kindergarten students

MTSS model of progress monitoring for all students with frequent review of data results on an individual basis 4x per year.

Strong family participation in school level orientation and open houses, early intervention, parent transition meetings, and other school events

Elementary administrative staff are certified reading specialists

School wide positive behavior support K - 6th.

Use of child specific aides and paraprofessional classroom aides as needed.

Evidence based common core curriculum.

Special classes offered to all students; including IU 6 students housed in our district.

Adapted specials available as needed.

Highlights of our 7th-12th program include:

SAP (Student Assistance Program)-overcoming addictive and self-destructive behaviors

Co-Teaching classrooms available in core subjects

Read 180 programming in grades 7-9; co-taught by learning support reading teacher and regular education language arts teacher

Resource Room (small supported study hall)

Transition Planning services provided through Transition Coordinator

Child Study Team that functions in the pre-referral intervention role

Technology Media Specialist to support classroom instruction

Activity period (after school) open to special education students (and all students) for tutoring

7th - 12th grade School Wide Positive Behavior Support

Full year instruction in Keyboarding and Study Skills for all 7th grade students.

Administration supports replacement of classes to provide reading and/or math instruction

Work Release Program

Cooperative Education Program (On-the—job training for 3 elective credits scheduled through Vo-Tech)

Learning support services during ISS instruction

Guidance Program

Career Exploration incorporated into language arts classes in conjunction with guidance.

Netbooks for all senior high students (9th - 12th)

School Climate Team (started 2017-18)

PETS (Pre-employment early transition services) for IEP students aged 14+ (started 2017-18)

Daily study period (30 min per day) for Keystone and PSSA remediation (beginning 2018-19)

Highlights of our K — 12th program include:

In the 2016-17 Special Education Data Report, Cranberry Area met the SPP target for the LRE index in both categories, inside regular class 80% or more and inside regular class less than 40%

The district provides one on one child specific aides for students with special needs as determined by the IEP team

Individualized Education Program (IEP) meetings are well attended by parents and developed according to specific individual needs. District staff ensure collaboration between agencies by carefully including them in the IEP process (OVR, VTC, WIA, BHRS)

School Wide Positive Behavior Support (grade levels K-12)

K-12 district run cyber education program available

Full time School Psychologist who provides ongoing collaboration to building support teams, regular education, staff, parents and students, coordination of reevaluations for students; completion of quality multidisciplinary evaluations and reevaluations for students; and assistance with Manifestation Determination hearings.

Board of School directors, superintendent and all administrative staff are committed to providing quality education and services to all students as evidence by allocation of district funds.

Supplementary aids and services needed to access the general education curriculum are brought to the students, rather than sending the student out of the general education classroom to receive special education services.

The regular class is the starting place for any decision-making about the placement of any special education student. Adaptations and modifications to the general education curriculum and activities are provided to ensure the student is receiving instruction appropriate to his needs

Positive relationships with staff from IU, neighboring districts, and private schools providing programs for CASD students

Positive interagency relationships.

County-wide truancy protocol in conjunction with Venango County and neighboring districts.

Inclusion of special education staff members in all regular education curriculum trainings.

District wide implementation of technology including Smartboards, Smart response systems, IPADs
Gifted service provision K-12.

EdInsight program for student data tracking (started 2017-18)

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Keystone Smiles	Other	Private Educational Facility - non residential	2
Titusville High School	Neighboring School Districts	IU Emotional Support Classroom	2
Pathways Adolescent Center	Other	Private Educational Facility - non residential	3
Allegheny Clarion Valley Elementary	Neighboring School Districts	IU Autism Support Classroom	2
Cranberry Area School District	Instruction in the Home	Medical Instruction in the Home	1
Rocky Grove High School	Neighboring School Districts	IU Life Skills Support Classroom	1
Titusville Middle School	Neighboring School Districts	IU Emotional Support Classroom	3
Pleasantville Elementary	Neighboring School Districts	IU 6 Autism Support Classroom	1
Titusville High School	Neighboring School Districts	IU Life Skills Support Classroom	1
Abraxas I	Other	Residential Treatment Facility	2
Keystone Adolescent Center	Other	Residential Treatment Facility	1
Kidspeace Inc.	Other	Residential Treatment Facility	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	1	0.2
Justification: Class is covering K-3 (3rd grade shared between both pull out learning support teachers K-3 and 3-6) Total projection for both classes is 22 students which doesn't warrant creation of another class. Waivers are done for students out of three year span.				
Locations:				

Cranberry Elementary School - KW	An Elementary School Building	A building in which General 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%)	Learning Support	5 to 9	7	0.6
Justification: Class is covering K-3 (3rd grade shared between both pull out learning support teachers K-3 and 3-6) Total projection for both classes is 22 students which doesn't warrant creation of another class. Waivers are done for students out of three year span.				
Locations:				
Cranberry Elementary School - KW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 9	1	0.2
Justification: Class is covering K-3 (3rd grade shared between both pull out learning support teachers K-3 and 3-6) Total projection for both classes is 22 students which doesn't warrant creation of another class. Waivers are done for students out of three year span.				
Locations:				
Cranberry Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 12	1	0.2
Justification: Sharing 3rd grade with our other pull out learning support class (K-3). The combined number of students in both classes is 22 - too few to start a third pull out class. Waivers are done for students out of three year span.				
Locations:				
Cranberry Elementary School - MW	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 12	13	0.8
Justification: Sharing 3rd grade with our other pull out learning support class (K-3). The combined number of students in both classes is 22 - too few to start a third pull out class. Waivers are done for students out of three year span.				
Locations:				
Cranberry Elementary School - MW	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	7	0.5
Locations:				
Cranberry Elementary School - EH	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	1	0.5
Locations:				
Cranberry Elementary School - EH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	4	0.5
Justification: Co-teacher in 5th-6th grade classes (does not mix grade levels - age ranges are separated)				
Locations:				
Cranberry Elementary School - AR	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	9 to 12	3	0.5
Justification: Co-teacher in 5th-6th grade classes (does not mix grade levels - age ranges are separated)				
Locations:				
Cranberry Elementary School - AR	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type:* Position*Implementation Date:* August 25, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 13	11	0.5
Justification: Co-teacher in 5th - 6th grade classes (does not mix grade levels - age ranges are separated)				
Locations:				
Cranberry Elementary School - SM	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	9 to 13	1	0.5
Justification: Co-teacher in 5th - 6th grade classes (does not mix grade levels - age ranges are separated)				
Locations:				
Cranberry Elementary School - SM	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 25, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 12	6	0.5
Justification: The limited number of students in our district requiring life skills support at the 3rd - 6th grade level does not justify the creation of a 2nd life skills classroom. Waivers are completed for students out of a three year span.				
Locations:				
Cranberry Elementary School - CB	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	Life Skills Support	8 to 12	1	0.5
Justification: The limited number of students in our district requiring life skills support at the 3rd - 6th grade level does not justify the creation of a 2nd life skills classroom. Waivers are completed for students out of a three year span.				
Locations:				
Cranberry Elementary	An Elementary School	A building in which General		

School - CB	Building	Education programs are operated		
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Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	7	0.5
Locations:				
Cranberry Junior Senior High School - PT	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%)	Learning Support	11 to 15	5	0.5
Locations:				
Cranberry Junior Senior High School - PT	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	13	0.5
Locations:				
Cranberry Junior Senior High School - JK	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%)	Learning Support	12 to 16	2	0.5
Locations:				
Cranberry Junior Senior High School - JK	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	9	0.5
Locations:				
Cranberry Junior Senior High School - DS	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%)	Learning Support	13 to 17	5	0.5
Locations:				
Cranberry Junior Senior High School - DS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.5
Locations:				
Cranberry Junior Senior High School - SW	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%)	Learning Support	14 to 18	6	0.5
Locations:				
Cranberry Junior Senior High School - SW	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.5
Locations:				
Cranberry Junior Senior High School - SDa	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%)	Learning Support	15 to 19	3	0.5
Locations:				
Cranberry Junior Senior High School - SDa	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	14	0.5
Locations:				
Cranberry Junior Senior High School - DSch	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%)	Learning Support	16 to 20	1	0.5
Locations:				
Cranberry Junior Senior High School - DSch	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 21	1	0.5
Justification: IU class in our district servicing a wider age span of student due to limited number of students needing intensive autistic support in the surrounding districts.				
Locations:				
Cranberry Junior Senior High School - LC	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
Full-Time Special Education Class	Autistic Support	14 to 21	4	0.5
Justification: IIU class in our district servicing a wider age span of student due to limited number of students needing intensive autistic support in the surrounding districts.				
Locations:				
Cranberry Junior Senior High School - LC	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	45	0.8
Justification: Speech teacher who only sees children in grade appropriate groupings				
Locations:				
Cranberry Elementary School - SMc	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 21	8	0.2
Justification: Speech teacher only sees the students in grade appropriate groupings.				
Locations:				
Cranberry Junior Senior High School - SMc	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION*Type:* Position*Implementation Date:* August 25, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 21	8	0.1
Justification: Speech and language therapy in separated age groups.				
Locations:				
Cranberry Area Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 12	2	0.03
Justification: Vision Support in multiple buildings. Works mostly one-on-one or in age appropriate groups.				
Locations:				
Cranberry Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 21	2	0.05
Justification: Vision Support in multiple buildings. Works mostly one-on-one or in age appropriate groups.				
Locations:				
Cranberry Area Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	1	0.1
Justification: Deaf and Hearing Impaired Support from IU specialist provided in multiple districts. Students are serviced individually.				
Locations:				
Cranberry 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
Itinerant	Deaf and Hearing Impaired Support	12 to 21	3	0.1
Justification: Hearing impaired support teacher from the IU who works with all students in district. Students are serviced individually.				
Locations:				
Cranberry Jr. / Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 25, 2015*Justification:* Compliance for proximity to home was marked as inappropriate.

Explain any unchecked boxes for facilities questions: Within our district boundaries some students' bus rides can be up to 75 minutes to the centralized campus that houses both our elementary and jr/sr high. While no students in the class exceed 60 minutes this year that may not be the case in future years depending on the students' home address. It is the students' home school location.

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	0.5
Justification: Life Skills classroom at Jr./Sr. High level with only 8 students. All students have age waiver.				
Locations:				
Cranberry Jr./Sr. 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
Full-Time Special Education Class	Life Skills Support	12 to 21	3	0.5
Justification: Life Skills classroom at Jr./Sr. High level with only 8 students. All students have age waiver.				
Locations:				
Cranberry Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Program Services (Special Education Supervisor)	Cranberry Elementary, Cranberry Jr/Sr. High School	1
Paraprofessional	Cranberry Jr/Sr High School	0.75
Paraprofessional	Cranberry Jr/Sr High School	0.75
Paraprofessional	Cranberry Jr/Sr. High School	1
Paraprofessional	Cranberry Jr/Sr. High School	0.75
Paraprofessional	Cranberry Jr/Sr. High School	0.75
Paraprofessional	Cranberry Jr/Sr. High School	0.75
Paraprofessional	Cranberry Jr/Sr. High School	0.75
Paraprofessional	Cranberry Jr/Sr. High School	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
Paraprofessional	Cranberry Elementary	0.75
School Psychologist	Cranberry Junior Senior High School/Cranberry Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	2 Days
Physical Therapy	Intermediate Unit	2 Days
Speech and Language Therapy Services	Outside Contractor	2 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Autism: Our December 2017 child count has our total number of identified autism spectrum kids as 11% of our identified population. Our staff recognizes the need for increased ongoing skills instruction for this population in addition to bullying prevention strategies. The high school is establishing a daily 35 minute remediation period for all students in the upcoming school year. This time period will allow for some direct social skill instruction time with our high school students.</p> <p>2018-2021 Disabilities Awareness Simulation Training: 3 hours session (split day high school and elementary) with all professional staff and paraprofessionals on a variety of disabilities and simulation exercises to increase staff awareness of students' needs and possible accommodations/strategies.</p> <p>2018-2021 Social Skills Strategies Instruction: 3 hour session (repeated x 2 for elementary and secondary special education staff), provided by IU6 Autism Support Personnel in a department focused presentation. Participating staff would assist in the development of a district-wide plan to address social skills instruction and incorporate lessons and strategies into their classrooms</p> <p>2018-2021 PaTTAN Trainings: Training provided on autism and instructional methodologies either in workshop or webinar format through PDE/PaTTAN. Participants - any general education, regular education teacher or administrator interested in the content being presented. Participants would be expected to share information with their department members post-training. Evaluation would be participant survey and classroom observation.</p> <p>2018-2021 Disabilities Awareness Simulation Training for Parents: We will host a disabilities awareness simulation night for all parents.</p> <p>Summers 2018, 2019, 2020 National Autism Conference: Off Site conference at Penn State University, provided by PDE and PaTTAN. Target audience - 2 special education teachers per year. The district also encourages parent participation in this conference. Participating staff would share information</p>
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	with remaining staff in a department level meeting.
Person Responsible	Jodie Chittester; Director of Special Programs
Start Date	7/1/2018
End Date	6/1/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	20
Provider	District, IU, PaTTAN, PDE
Provider Type	District, IU, PaTTAN, PDE
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education
Research & Best Practices Base	This is an optional narrative for Special Education.
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>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Teacher evaluation process

Behavior Support

Description	<p>Behavior Support: Cranberry Area School District has established school-wide positive behavior support at all levels K-12. We will continue to review and revise that program based on current research. In addition, our staff has identified the need for instruction in specific behavioral interventions for students on the autism spectrum and students with ADHD / executive function difficulties. The district will continue ongoing training for our crisis teams as well as de-escalation training for all personnel.</p> <p>2018-2021 CPI Training: Provided by the IU in 8.0 hour workshop format with multiple sessions. Participants: Teachers (K-12), Administrators. Annual certification and recertification for Crisis Team members in each building. Evaluation will be session post-test, participant survey and certification of</p>
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	<p>staff.</p> <p>2018-2021 School Wide Positive Behavior: Provided by CASD personnel in a whole school , 30 minute presentation. Participants: Teachers, Administrators, Paraprofessionals. Annual review of SWPB program and any new procedures/techniques. Increases educators' teaching skills based on researched effective practices. Evaluation will be via classroom observations.</p> <p>2018-2021 Quality Indicators of Emotional Support Services Training: The director of Special Programs will complete this training during the course of this implementation period through PaTTAN.</p> <p>2018-2021 PaTTAN Trainings: Trainings provided on behavioral strategies either in workshop or webinar format through PDE/PaTTAN. Participants - any general education, regular education teacher, counselors, educational specialists or administrator interested in the content being presented. Participants would be expected to share information with their department members post-training. Evaluation would be participant survey, classroom observation.</p>
Person Responsible	Jodie Chittester; Director of Special Programs
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	8.0
# of Sessions	8
# of Participants Per Session	20
Provider	Cranberry School District, IU6, PaTTAN
Provider Type	IU, School District, PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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</p>

	effective practice, with attention given to interventions for struggling students.
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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Crisis Team practices</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p>

	Certifications, behavior data/discipline reporting analysis
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Paraprofessional

Description	<p>Paraprofessional Training: Our district paraprofessionals are required to obtain at least 20 hours of continuing education credits per year to maintain their “highly qualified” status. Our paraprofessionals will be required to take the following mandated training each year. They will also be included in other district trainings relevant to their skill set (as listed in other categories).</p> <p>2018-2021 CPR - First Aid Certification: Provided by the American Red Cross in a department focused 4.0 hour presentation. Participants - all new and returning paraprofessionals. This is an annual required training that will enable our paraprofessionals to react appropriately to medical situations that may arise. Evaluation will be post- test and certification.</p> <p>2018-2021 Crisis Prevention Intervention Training: Provided by IU personnel in one 8.0 hour session. Participants - all paraprofessionals. This is a required annual re-certification for our paraprofessionals as they are often involved with students who are in need of de-escalation and safety measures. Evaluation will be post-test and certification. New paraprofessionals are required to complete the full 16.0 hour CPI training through the IU.</p> <p>2018-2021 Child Abuse Prevention: Presented by trained school district personnel in one 3.0 hour session. Participants - all district staff, including paraprofessionals. This training is required once every three years and the material is frequently reviewed as our paraprofessional staff are often the first people in district to notice an issue with a student. Evaluation is participant survey.</p> <p>2018-2021 Student Rights and Confidentiality Training: All paraprofessionals are required to complete a yearly 1.0 hour session on student rights in conjunction with other district support personnel. In addition the paraprofessionals take a 1.0 hour course on student confidentiality presented by the director of special programs.</p> <p>2018-2021 Bureau of Special Education Paraprofessional Credential of Competency Training Series: Presented by PDE/PaTTAN in an online asynchronous format in ten 2.0 hour sessions. Participants - any new paraprofessionals who are not highly qualified. This training serves to increase</p>
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	our paraprofessionals' skills and knowledge based on researched effective practices. Evaluation - certificates of completion, observation of paraprofessionals in the classrooms.
Person Responsible	Jodie Chittester; Director of Special Programs
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	8.0
# of Sessions	9
# of Participants Per Session	25
Provider	Cranberry School District, IU6, PaTTAN
Provider Type	CASD, PaTTAN, IU, PDE
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Online-Asynchronous
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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Classroom team meetings and development
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Certifications

Reading NCLB #1

Description	<p>Reading NCLB #1: Cranberry Area school district's percentages of students scoring proficient/advanced on the PSSA ELA assessment are at or above the state average in all tested grades except 8th. Our PVAAS 1 year growth measures in reading were all met as well with the exception of 8th grade. On our school performance profile, the elementary met targets for closing the gap for historically underperforming students in ELA; the high school was just under the target threshold in the same category.</p> <p>2018-2021: PA LETRS Modules Training: Elementary Learning Support Staff will continue to train in the LETRS Module Series as offered through PaTTAN.</p> <p>2018-2021: Secondary Literacy Training Webinars: Secondary Learning Support Staff will complete the series on secondary literacy training in webinar format.</p> <p>2018-2021: Alternate Eligible Content Trainings: One of our district's focuses is researching appropriate instructional materials for our life skills populations to ensure appropriate academic challenge. My life skills staff members will continue to participate in Alternate Eligible Content trainings.</p> <p>2018-2021: Dyslexia Pilot Project - Interdisciplinary Assessment and Instruction in Reading - Parts I & II: The Director of Special Programs and</p>
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	<p>school psychologist will view the training videos from PaTTAN and then determine the best method of sharing with our staff. We will continue to monitor training options from the Dyslexia Project as we are interested in eventual participation in the initiative as the pilots are concluded.</p> <p>2018-2021 PaTTAN Trainings: Trainings provided on Common Core Reading and instructional methodologies either in workshop or webinar format through PDE/PaTTAN. Participants - any general education, regular education teacher or administrator interested in the content being presented. Participants would be expected to share information with their department members post-training. Evaluation would be participant survey, classroom observation.</p>
Person Responsible	Jodie Chittester; Director of Special Programs
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	10
# of Participants Per Session	20
Provider	School District, IU, PaTTAN
Provider Type	School District, IU and PaTTAN
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>New Staff</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>

Transition

Description	<p>Transition: The Cranberry Area School District is continuing to make changes and improve our post school transition process. The district has a solid kindergarten transition process with parents and students getting multiple opportunities to gain experiences in the district prior to coming to kindergarten.</p> <p>2018-2021 Secondary Transition Coordinator Meetings: This is a professional learning community from the IU 6 service area. Participants are transition coordinators from their respective districts. This meeting provides updates from the state on transition regulations and research. The transition coordinator shares this information with the rest of the high school team at monthly department meetings.</p> <p>2018-2021 Indicator 13 Compliance Module Series: Participants will be high school and middle school special education teachers (including 6th grade at the elementary level), administrators and guidance counselors. Teachers will increase their transition assessment skills and instructional decision making skills regarding transition services. New special education staff members working with the 13+ age population will be required to complete the series. Evaluation will be reviewing the transition components on staff generated IEPs.</p> <p>2018-2021 PETS Program Trainings: Our high school team will continue the process of implementing Pre-Employment Transition Services in conjunction with our local OVR and agency providers. Training will be provided as needed to ensure the success of the program.</p> <p>2018-2021 PaTTAN Trainings: Trainings provided on transition services or progress monitoring strategies either in workshop or webinar format through PDE/PaTTAN. Participants - any general education, regular education teacher or administrator interested in the content being presented. Participants would be expected to share information with their department members post-training. Evaluation would be participant survey and classroom observation.</p> <p>2018-2021 Pre-K / Kindergarten Staff Exchange: Cooperative training between CASD and local preschool service providers (Headstart, IU6, Child Development Centers). This is an interactive program where pre-K teachers come and observe in a kindergarten classroom and the kindergarten teachers go and observe in the pre-K classrooms. Departmental meeting time is then</p>
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	<p>provided for the pre-K and Kindergarten staff to discuss their classrooms, procedures, expectations and curriculum and work on ideas to enhance the transition experience for students and families. Evaluation would be changes to the transition process.</p> <p>2018-2021 Parent Transition Trainings: Parent presentations on the Pre-Employment Transition/OVR process, the differences between IDEA and ADA at the post-secondary level, and local provider information sessions will be scheduled for parent trainings.</p>
Person Responsible	Jodie Chittester; Director of Special Programs
Start Date	6/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	8
# of Participants Per Session	15
Provider	Cranberry School District, IU6, PaTTAN
Provider Type	CASD, PaTTAN, IU, PDE
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

leadership roles	<p>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>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Cross-classroom observations, IEP documentation</p>

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