

Central Columbia SD  
**Special Education Plan Report**  
07/01/2020 - 06/30/2023

# District Profile

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## Demographics

4777 Old Berwick Rd  
 Bloomsburg, PA 17815-3515  
 570-784-2850  
 Superintendent: Jeffrey Groshek  
 Director of Special Education: Christina Fish

## Planning Committee

Name	Role
Todd Wolinsky	High School Teacher - Regular Education : Professional Education Special Education
Nick Karnes	High School Teacher - Special Education : Professional Education Special Education
Tammi Cruice	Parent : Professional Education Special Education
Christina Fish	Special Education Director/Specialist : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 285

### *Identification Method*

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

Students in Central Columbia School District who are identified with specific learning disabilities are identified through the discrepancy model. Central Columbia Elementary will be applying to PDE to implement the RTII model of identification for the 2020-21 school year.

### *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>

As per the Enrollment Difference Status Report for Central Columbia indicates that in the category of Emotional Disturbance (ED), Central Columbia reports an identification of 6.4%, which is lower than the state average of 8.5%. Similarly, for the disability category of Intellectual Disability (ID) Central Columbia has reported 3.7%, which is lower than the state average of 6.3%. For the category Other Health Impaired (OHI) Central Columbia reported 10.1%, which is below the state average of 16.4%. For Specific Learning Disability Central Columbia reported 46.3% which is above the state average of 40.6% and for Speech and Language Impairment Central Columbia has reported 17.6% which is above the state average of 14.3%.

Below are explanations as to why there is a difference and/or how Central Columbia will be implementing strategies to address these differences.

- Students identified as Emotional Disturbance is low due to the school district's implementation of the SWPBS plan in the elementary and middle school buildings. Additional programs such as the Leader in Me program and the implementation of the Appeture SEL program with the use of the DESSA assessment tool have had a positive impact on behaviors in schools.
- Students identified as Intellectual Disability is low. There is no specific program to address this difference. The elementary building has an extensive Instructional Support Teaching

- (IST) program that creates an intensive child find process grades K-4.
- Students identified as Other Health Impaired is highly dependent on medical diagnoses outside of the child find process. Those students are addressed through the IST process or are accommodated through 504 plans.
- Students identified as Specific Learning Disability as most often identified through the IST process. We continue to provide supports through professional development on how to support students with specific learning disabilities. The district will be implementing training in Wilson Reading as well as Foundations Training to address reading disabilities.
- Students identified as having a Speech and Language Impairment have increased from preschool transition as already identified prior to entering KG. Given the IST process and the district's focus on reading and language data, more students rise to the level of identification.

### *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?

There are no facilities within the Central Columbia School District at this time. The district is aware of its responsibilities to students under Section 1306. The district is prepared to provide services to ensure students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE) if such a facility were to be opened within the district.

### *Incarcerated Students Oversight*

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

There are no facilities within the Central Columbia School District that provide services for incarcerated youth at this time. The district is aware of its responsibilities to students who are incarcerated. The district is prepared to provide services to ensure students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE) if such a facility were to be opened within 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.

Central Columbia implements a variety of interventions and processes in each building to ensure that students are in the least restrictive environment. In the Central Columbia Elementary the process of Instructional Support Teacher (IST) exists to identify individual students' need for interventions prior to identification. If a student is identified as needing special education services, the IEP team works to find ways to implement those services in the least restrictive environment whether that be in the regular classroom, a self-contained program in-district, or out of district placement. For students who are in public or private segregated settings, the LEA works with the current IEP team to find ways to transition students back to home district when the IEP team determines it is appropriate.

Central Columbia Elementary utilizes the "Leader in Me" program and School-wide Positive Behavior Supports at Central Columbia Elementary school to establish a positive behavioral setting. Interventions such as Foundations Reading, Wilson Reading, Balanced Literacy, Read Naturally, Learning Ally, Relfex Math and Everyday Math Interventions are utilized in the elementary and middle schools. Each school has a multi-tiered framework that utilizes intervention periods for students identified through progress monitoring as needing additional interventions. Data is collected through the use of AimsWeb, CDT's, formative and summative assessments, PSSA and Keystone testing. Central Columbia Middle School utilizes School-wide Positive Behavior Supports. Central Columbia currently utilizes the Central Susquehanna Intermediate Unit Technical Support Staff for training in the areas of Foundations, MTSS, and School-Wide Positive Behavior supports, All Learning Support teachers work within the regular classroom to support students as well as pull out students who are identified with needing additional instruction in reading or math. Grade level teams review individual student data to determine fluid groups for MTSS times and then each teacher, including the LS teacher, take a group to focus on the needs of that group of students. Additionally, each building special education staff meet monthly to review student data. Central Columbia High School Life-Skills program offers students the opportunity to work with their non-disabled peers through the course Individuals with Development Disabilities. This class is

offered for Social Studies credits to seniors. The regular education students come into the life-skills classroom to work with their disabled peers as peer tutors. Additionally, the Central Columbia Middle School offers an elective course for 7th and 8th grade students called New Companions where regular education students work with students in the life-skills and emotional support classroom as peer tutors.

Currently Central Columbia meets all target in the Indicator 5 section.

### *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.

Central Columbia Policy #113.2 (Please see policy listed below) addresses the use of positive behavior supports. The elementary school utilizes the "Leader in Me" program that addresses behavior from an instructional perspective as well as reinforces positive behavior supports. Additionally, Central Columbia Elementary and Middle School implement a School-Wide Positive Behavior Supports framework. Central Columbia trains and utilizes the Safe Crisis Management techniques for de-escalation. Courses on physical and non-physical use of SCM are provided annually by in-house trainers. Currently, Central does not utilize School-Based Behavioral Health Services, however, the interagency relationship between Central Columbia and local providers is strong. We consistently utilize CASSP meetings to address significant behavioral and mental health needs. In addition, through a partnership with county services we have a Blended Counselor on site full-time. The school social worker provides crisis response in addition to and individual counseling. In addition Central Columbia has a Behavior Specialist who meets with students individually, completes Functional Behavior Assessments, develops positive behavioral support plans and provides support to regular education teachers. In the 2019-20 school year, Central Columbia began to utilize the Aperature Social and Emotional Learning website. Teachers are trained in the use of the DESSA assessment tool, data analysis and SEL curriculum materials.

Below is Central Columbia School District Policy 113.2

Previous Next PrintBookPolicy Manual Section100 Programs TitleBehavior  
Support Code113.2 StatusActive AdoptedAugust 14, 2017

### **Purpose**

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's

disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.[\[1\]\[2\]\[3\]\[4\]\[5\]](#)

### **Authority**

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.[\[1\]\[3\]\[6\]\[7\]\[5\]\[8\]\[9\]\[10\]\[11\]](#)

### **Definitions**

The following terms shall have these meanings, unless the context clearly indicates otherwise.[\[1\]](#)

**Aversive techniques** - deliberate activities designed to establish a negative association with a specific behavior.

**Behavior support** - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

**Behavior Support Plan or Behavior Intervention Plan** - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

**Positive techniques** - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

**Restraints** - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

**Seclusion** - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

**Students with disabilities** - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.[9]

### **Delegation of Responsibility**

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.



The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.[\[1\]](#)

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.[\[1\]](#)

### **Guidelines**

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.[\[1\]\[5\]](#)

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

### **Physical Restraints**

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.[\[1\]](#)

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider

whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.[\[1\]](#)

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:[\[1\]](#)

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

#### Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.[\[1\]](#)

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

#### Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.[\[1\]](#)

### Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:[\[1\]](#)

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.[\[12\]](#)
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

### Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and

techniques defined in the student's Behavior Support Plan.[\[13\]](#)[\[14\]](#)[\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[1\]](#)[\[6\]](#)[\[20\]](#)[\[21\]](#)[\[9\]](#)[\[10\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)[\[27\]](#)

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.[\[17\]](#)[\[1\]](#)[\[11\]](#)

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.[\[1\]](#)

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.[\[17\]](#)[\[1\]](#)

### Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.[\[17\]](#)[\[19\]](#)[\[9\]](#)[\[27\]](#)

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.[\[17\]](#)[\[19\]](#)[\[1\]](#)[\[9\]](#)[\[27\]](#)

Legal[1](#). [22 PA Code 14.1332](#). [22 PA Code 14.1453](#). [20 U.S.C. 14144](#). [34 CFR 300.1145](#). [34 CFR 300.3246](#). [20 U.S.C. 14157](#). [34 CFR 104.348](#). [34 CFR 300.5309](#). Pol. 11310. Pol. 113.111. Pol. 113.312. [22 PA Code 14.14313](#). [24 P.S. 1302.1-A14](#). [22 PA Code 10.215](#). [22 PA Code 10.2116](#). [22 PA Code 10.2217](#). [22 PA Code 10.2318](#). [22 PA Code 10.2519](#). [22 PA Code 14.10420](#). [34 CFR 300.535](#)<sup>21</sup>. Pol. 103.122. Pol. 21823. Pol. 218.124. Pol. 218.225. Pol. 22226. Pol. 22727. Pol. 805.1[24 P.S. 1303-A20](#)

[U.S.C. 1400 et seq 34 CFR Part 300 Pennsylvania Training and Technical Assistance Network \(PaTTAN\), Questions and Answers on the Restraint Reporting Requirements and System, June 2009](#)

### *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.

Central Columbia utilizes the CASSP system involving local agencies. Local school districts provide programs that are not offered in the Central Columbia School District that are utilized if necessary. In addition Central Columbia utilizes programs offered by the Central Susquehanna Intermediate Unit. Other private agencies are available in the area for placement and wrap around services. At the state level the Regional Interagency Coordinator is available to assist.

Private agencies with whom we have had the most success with are New Story, BSI, Children Service Center and the CSIU 5 Star Program. Currently students with significant behavioral concerns are placed in these programs. Central Columbia Elementary has an Emotional Support classroom for grades K-4 and Central Columbia Middle School has an Emotional Support Classroom for grades 5-8. Additionally, Central Columbia Elementary has an Autism Classroom for grades K-4 and plans on creating an Autism Classroom in Central Columbia Middle School to begin the 2021-22 school year. Central Columbia Middle school hosts a CSIU Deaf and Hard of Hearing class for students grades 5-8. Central Columbia currently has life skills support classrooms in all three buildings.

# Assurances

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## 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
Warrior Run School District	Neighboring School Districts	MDS Classroom	1
Shikellamy Area School District	Neighboring School Districts	CSIU MDS Classroom	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* July 1, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	25	0.5
Locations:				
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	7	0.5
Locations:				
Central Columbia 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

*Implementation Date:* August 23, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 10	8	1
Justification: The IEP team has agreed to exceed the Age Range limitation in Ch 14 for valid educational reasons				
Locations:				
Central Columbia Elementary School	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: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	25	0.5
Locations:				
Central Columbia Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	7	0.5
Locations:				
Central Columbia Elementary School	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: ClassandPosition**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 10	12	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in an elementary building with students KG-4th Gr.				
Locations:				
Central Columbia Elementary School	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: ClassandPosition**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 10	12	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in an elementary building with students KG-4th Gr.				
Locations:				
Central Columbia Elementary School	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: July 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 15	15	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a middle school building with students 5th-8th Gr.				
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: July 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	25	0.5
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	0.5
Locations:				
Central Columbia Middle School	A Middle 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: July 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	25	0.5
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.5
Locations:				

Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		
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**Program Position #9 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	25	0.5
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.5
Locations:				
Central Columbia Middle School	A Middle 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:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	25	0.5
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	7	0.5
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	15	1
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 4 years. Program is in a high school building with students 9-12 Gr.				
Locations:				
Central Columbia High School	A 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:* July 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	7	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* July 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	7	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age				

range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia High School	A 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:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Students are academically grouped by age/need. Age range waivers are presented when age range is greater than 3 years. Program is in a high school building with students 9th-12th Gr.				
Locations:				
Central Columbia High School	A 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:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 10	3	0.2
Justification: Teacher works with students individually.				
Locations:				
Central Columbia 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	Autistic Support	10 to 14	3	0.2
Justification: Teacher works with students individually.				
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 21	3	0.2
Justification: Teacher works with students individually.				
Locations:				
Central Columbia High School	A 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: July 1, 2016

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 18	6	0.5
Justification: Teacher works with students individually.				
Locations:				
Central Columbia School District	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 24, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 15	15	1
Justification: This is a program that provides services for students grades 5-8. Age range waivers are issued at each IEP meeting.				
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 22, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	10 to 14	2	1
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: April 15, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	25	0.5
Locations:				
Central Columbia	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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**Program Position #21 - Proposed Program**

*Operator:* Outside Contractor for the School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 22, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	39	0.6
Justification: Students are seen individually or in small group within age range. The entire caseload covers students within a K-4 building.				
Locations:				
Central Columbia Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program**

*Operator:* Outside Contractor for the School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 22, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	65	1
Justification: Students are seen Individually or in small groups within age range. Caseload is within a K-4 elementary building.				
Locations:				
Central Columbia Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program**

*Operator:* Outside Contractor for the School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 22, 2019

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 21	65	1
Justification: Students are seen individually or in small groups that are within age range. Caseload covers two school buildings grades 5-8 and grades 9-12				
Locations:				
Central Columbia Middle School	A Middle School Building	A building in which General Education programs are operated		
Central Columbia High School	A 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 Education	Central Columbia School District	1
School Psychologist	Central Columbia School District	1
Blended/School Social Worker	Central Columbia School District	1
Physical Therapist	Central Columbia School District	0.2
Classroom Aide/KG	Central Columbia Elementary School	1
Classroom Aide/KG	Central Columbia Elementary School	1
Classroom Aide/1st Grade	Central Columbia Elementary School	1
Classroom Aide/2nd grade	Central Columbia Elementary School	1
Classroom Aide/3rd Grade	Central Columbia Elementary School	1
Classroom Aide/4th Grade	Central Columbia Elementary School	1
Classroom Aide/Life Skills	Central Columbia Elementary School	1
Classroom Aide/Life Skills	Central Columbia Elementary School	1
Personal Care Assistant	Central Columbia Middle School	1
Occupational Therapist	Central Columbia School District	1
Orientation & Mobility Specialist	Central Columbia School District	0.08
Classroom Aide/5th Grade	Central Columbia Middle School	1
Classroom Aide/6th Grade	Central Columbia Middle School	1
Classroom Aide/7th Grade	Central Columbia Middle School	1
Classroom Aide/8th Grade	Central Columbia Middle School	1
Classroom Aide/Life-Skills	Central Columbia Middle School	1
Classroom Aide/Life-Skills	Central Columbia Middle School	1
Personal Care Assistant	Central Columbia Middle School	1
Personal Care Assistant	Central Columbia Middle School	1
Personal Care Assistant	Central Columbia Middle School	1
Classroom Aide/Life Skills	Central Columbia High School	1
Personal Care Assistant	Central Columbia High School	1
Classroom Aide/Life Skills	Central Columbia High School	1
Physical Therapy	Central Columbia High School	0.1
Behavior Specialist	Central Columbia Middle School	1
Classroom Aide/Emotional Support	Central Columbia Elementary School	1
Classroom Aide/Emotional Support	Central Columbia Elementary School	1
Classroom Aide/Autistic Support Aide	Central Columbia Elementary	1
Classroom Aide/Autistic Support Aide	Central Columbia Elementary	1
Classroom Aide/Life Skills	Central Columbia Elementary	1
Classroom Aide/Emotional Support	Central Columbia Middle School	1
Classroom Aide/Emotional Support	Central Columbia Middle School	1

**Special Education Contracted Services**

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
NONE AT THIS TIME	Outside Contractor	1 Days



# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Elementary and Middle School Autistic Support teachers will receive TEACHH Training through the Timothy School.
<b>Person Responsible</b>	Christina Fish
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	2
<b>Provider</b>	Timothy School
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Objective is to support student achievement through systems change/support in the areas of Autism. Train and coach school district staff to implement the TEACHH Instructional Practices/Tools.
<b>Research &amp; Best Practices Base</b>	TEACHH Instructional Practices/Tools.
<b>For classroom teachers, school counselors and education specialists</b>	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.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.

<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

## Behavior Support

<b>Description</b>	1. Ongoing implementation of Leader in Me in the Elementary School.  2. Implementation of the SWPBS framework in the Elementary School.  3. Ongoing implementation of SWPBS in the Middle School.  4. Ongoing implementation of Positive Behavior Supports in High School.
<b>Person Responsible</b>	Emily Brockman (Elementary), Chad Heintzelman (Middle School), Adam Comstock (High School)
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	25
<b># of Participants Per</b>	50

<b>Session</b>	
<b>Provider</b>	District/PaTTAN/CSIU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

	High (grades 9-12)
<b>Follow-up Activities</b>	<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>
<b>Evaluation Methods</b>	<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>

### Paraprofessional

<b>Description</b>	<ol style="list-style-type: none"> <li>1. PDE Required 20 hours of annual training.</li> <li>2. Paraprofessional multi-district conference.</li> <li>3. SafeSchools Website <a href="https://centralcolumbia-pa.safeschools">https://centralcolumbia-pa.safeschools</a></li> </ol>
<b>Person Responsible</b>	Christina Fish
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	40
<b># of Participants Per Session</b>	35
<b>Provider</b>	District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers,</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<b>school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Online-Synchronous</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

## Reading

<b>Description</b>	Wilson training for all learning support special education staff
<b>Person Responsible</b>	Christina Fish
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	10
<b>Provider</b>	CAIU 15
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is a refresher for some staff and a new training for others.
<b>Research &amp; Best Practices Base</b>	Reading intervention tool for Tier 2 and Tier 3 students.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	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.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Classroom teachers
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	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
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

## Transition

<b>Description</b>	Staff to attend Annual PDE Transition Conference.
<b>Person Responsible</b>	Christina Fish
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	3
<b>Provider</b>	PaTTAN
<b>Provider Type</b>	PaTTAN
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Offsite Conferences
<b>Participant Roles</b>	Classroom teachers
<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>	Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom student assessment data



# Special Education Affirmations

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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).

**Affirmed by Steven Crawford on 6/15/2020**

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*Board President*

**Affirmed by Jeff Groshek on 6/15/2020**

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*Superintendent/Chief Executive Officer*