

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 387

School District Total Student Enrollment 1584

Percent of Students Receiving Special Education 24.4

Steering Committee

Name	Position/Role	Building	Email
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[REDACTED]	Parent	Salisbury SHS	[REDACTED]
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[REDACTED]	Parent	Salisbury MS	[REDACTED]
[REDACTED]	Parent	Salisbury MS	[REDACTED]
[REDACTED]	Parent	Salisbury El Sch	[REDACTED]
[REDACTED]	Parent	Salisbury MS	[REDACTED]
[REDACTED]	Parent	Salisbury SHS	[REDACTED]
[REDACTED]	Parent	Salisbury MS	[REDACTED]
[REDACTED]	Parent	Salisbury El Sch	[REDACTED]
[REDACTED]	Parent	Salisbury El Sch	[REDACTED]
[REDACTED]	Parent	Salisbury El Sch	[REDACTED]
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School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
FSA 12 Provision of Extended School Year Services	Report of Findings from the most current cyclical monitoring was received by the district on April 6, 2022. This will be developed in conjunction with the BSE Advisor.
FSA 14 Caseload and Age Range Requirements	Report of Findings from the most current cyclical monitoring was received by the district on April 6, 2022. This has been completed and closed effective 6/14/22.
FSA 15 Parent Survey Results	Report of Findings from the most current cyclical monitoring was received by the district on April 6, 2022. This will be developed in conjunction with the BSE Advisor.
FSA 17 Public School Enrollment	Report of Findings from the most current cyclical monitoring was received by the district on April 6, 2022. This will be developed in conjunction with the BSE Advisor.
FSA 18 Surrogate Parents	Report of Findings from the most current cyclical monitoring was received by the district on April 6, 2022. This will be developed in conjunction with the BSE Advisor.
FSA 23 EBR	Report of Findings from the most current cyclical monitoring was received by the district on April 6, 2022. This has been completed and closed effective 5/4/22.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
KidsPeace Residential PRRI	Resident Treatment Facility		Licensed Private Academic	55

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

Currently, Salisbury Township School District (STSD) has no 1306 facilities within our school district; however, if we were to have one, the Director/Supervisor of Special Education or our Licensed Social Worker would collaborate with the case manager or counselor from the facility, parents/guardians/surrogate, and county representatives. A record request would be sent to the child's home school upon enrollment. The child's IEP would be implemented within 5 business days of the district receiving the required documentation. The special education placement would be discussed and determined by the most current IEP and NOREP from the previous school district. STSD would look to offer comparable services from the previous district. If those services were not readily available within our district, the Director/Supervisor of Special Education would seek placement options through our local intermediate unit or a neighboring school district.

Parkland School District is actually the host district for KidsPeace; however, STSD is the contracted agent. There is a cooperative and annual agreement between KidsPeace and STSD. Years ago, KidsPeace was within the district and we were automatically responsible as the LEA for Act 30 and host/medical necessity placements. KidsPeace grew and expanded services into their current Orefield location in Parkland School District. STSD continues to be the contracted agent for Parkland School District and is a representative at all ER/RR/IEP meetings for students in the RTF. The inter-district agreement contains procedures for reviewing past school documentation, psychological reports, psychiatric reports, and safety/crisis recommendations as well as curricular recommendations. This information is shared with the IEP team in order to make placement decisions for each student. The LRE is reviewed for each student starting off with services that can be provided within the Parkland School District.

For students placed within one of the KidsPeace schools by an agency or a court order, IEP meetings/revision meetings are scheduled within 4-6 weeks to allow time for the student to stabilize dangerous behaviors, gather baseline data, and allow the team to make proper program decisions based on the data. If students are discharged from the hospital/diagnostic placements to the RTF, a STSD LEA oversees and participates in the IEP development. Collaboration occurs with Parkland School District when a student should need a less restrictive placement in a public school setting other than KidsPeace programming. In this situation, STSD, Parkland School District, and KidsPeace collaborate on a transition plan and the necessary supports in the least restrictive environment. STSD provides support and training to

KidsPeace supervisors to include PDE initiatives, changes to IDEA/Chapter 14, PSSA/PASA/Keystones, Indicator 13, and other instructional resources.

For students that currently aren't identified and having an IEP within a 1306 facility, as the LEA, we would be responsible for Child Find obligations. We would need to seek and evaluate those students though to have a disability to determine: 1. If the child has a disability, and 2. If the child needs specially designed instruction. If both of these answers are yes, then we would be responsible to develop and implement an IEP, identify the educational placement in the least restrictive environment and offer recommendations through a NOREP. FAPE would need to be provided with certified staff, including a certified special education teacher, providing instruction.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? If/when we have students within a 1306 facility, as the LEA, we would be responsible for Child Find obligations. We would need to seek and evaluate those students though to have a disability to determine: 1. If the child has a disability, and 2. If the child needs specially designed instruction. If both of these answers are yes, then we would be responsible to develop and implement an IEP, identify the educational placement in the least restrictive environment and offer recommendations through a NOREP. FAPE would need to be provided with certified staff, including a certified special education teacher, providing instruction. An administrator would then be involved in the student's programming by acting as the LEA at each annual IEP meeting and any meetings in between. The Director/Supervisor of Special Education would work collaboratively with the Licensed Social Worker and the staff at the child's school of residence to develop and implement a transition plan to ensure the student's successful transition back to the school of residence.

Typically for students at KidsPeace, parents/guardians are most likely residing in other counties across the state of PA, so IEP meetings are conducted frequently by telephone and/or zoom. Oftentimes, parents cannot be located or parental rights have been terminated. In these situations, surrogates are sought through Carbon Lehigh Intermediate Unit (IU 21), to act as educational decision makers for these students. School district representatives from the child's home school are invited to each and every ER/RR/IEP/IEP revision meeting. This ensures the home school is involved from the start and will know well ahead of time when a student will be discharged and returning to their home school. When discharge dates have been established, KidsPeace and STSD work with the parent/guardian, student, and home school for an easy, smooth transition back to the child's home school.

Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
There are currently no such facilities within STSD's catchment area. If there were, we would work collaboratively with the district or with IU 21 to arrange for educational services deemed most appropriate for those students incarcerated. As the LEA, we would still continue our Child Find obligation to seek and evaluate any students incarcerated that may have a disability and may be in need of specially designed instruction. STSD would need to issue consent to conduct an evaluation/reevaluation. After the evaluation/reevaluation would be completed and the child has a disability and is in need of specially designed instruction, the district would then be responsible to develop and implement an IEP, identify the educational placement in the least restrictive environment and offer recommendations through a NOREP. FAPE would need to be provided with certified staff providing instruction. An administrator would then be involved in the student's programming by acting as the LEA at each annual IEP meeting and any meetings in between. The Director/Supervisor of Special Education would work collaboratively with the prison staff to develop and implement a transition plan to ensure the student's successful transition back to school.

Least Restrictive Environment

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

As always, our goal within the STSD is to have our students participate in the general education setting to the maximum amount possible. This will vary and look different for each student. Our goal is to increase our LRE to remain at or above the State Percentage SPP Indicator of education inside the regular class 80% or more of the day. Upon review of the SEDR Report from the 2019-2020 school year, the STSD is just under the state average of special education in the regular class 80% or more of the day by 4.3%. STSD is below the state average for students being educated within the general education setting less than 40% of the school day by 2.68%.

As we look back over the years, STSD has worked hard on including students more in the general education setting with supports. The follow shows our increase of students in the general education setting for more than 80% of the day and for less than 40% of the day:

	2017-2018	2018-2019	2019-2020	State	SPP/APR Target
Inside Regular Class 80% or more	48%	46.50%	57.40%	61.50%	64.10%
Inside Regular Class Less Than 40%	9.30%	7.60%	7%	9.40%	8.10%

STSD continues to evaluate student needs annually at each student's IEP meeting. We will continue to provide quality programs and services while addressing our students' needs in the least restrictive environment. We currently offer certain classes in our middle school and high school that are co-taught while other classes may have staff support in the room. Within our elementary school, staff support may be provided during writing and content areas depending on the students' needs.

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

STSD provides a continuum of special education supports and services to our students. These supports and services are provided within the student's neighborhood school, within IU 21, and Colonial Intermediate Unit 20 (IU 20) programs, and within neighboring schools. The continuum ranges from Itinerant to Supplemental to Full Time supports. Services within STSD include: Speech and Language, Autistic Support, Emotional Support, and Learning Support. Services provided by IU 21 and IU 20 include Life Skills Support, Multiple Disabilities Support - Behavioral, Multiple Disabilities Support - Functional, Emotional Support (site-based program) and Partial Hospitalization Program (PHP). Over the course of the last two years, we've expanded our programs within STSD to include elementary Emotional Support, elementary Autistic Support, and Speech & Language Support. We are anticipating opening another elementary Autistic Support classroom at Salisbury Elementary School (SES) and a Transitional Learning Support (TLS) at Salisbury Middle School (SMS).

SES uses various data sources to make instructional decisions based on academics, social/emotional, and behavioral needs of students. This data includes Fastbridge (ELA, Math, Teacher/Student SAEBRS), classroom observations, parent input, intervention progress monitoring, attendance, and more. Data teams include teachers, support staff, school psychologist, counselors, a behavior interventionist, and building leaders who have structured data conversations on a consistent basis. There has been significant collaboration and communication in an effort

to improve core instruction and student achievement. After seeing an increased need for targeted social/emotional instruction, the building partnered with Center for Humanistic Change to offer social/emotional counseling groups related to loss, family issues, divorce, etc. This partnership is proving beneficial in meeting some of our learners' needs. Leader in Me is a core component of our SES program. Initial training was provided for new staff members to ensure they understood the Leader in Me framework. Social skill groups are also facilitated by our behavior interventionists and counselors. Counseling is provided by our school counselors as well as our Licensed Social Worker.

SMS reviews a variety of math, reading, science, behavioral, and social/emotional data to determine a student's strengths and needs. Data that is reviewed includes FastBridge, attendance records, student grades, teacher observations, work samples, disciplinary referrals, curriculum review, and progress monitoring data. Using this data, teams assess a student's current learning needs by identifying areas of concern and developing supports to address those areas. For example, the seventh grade team has a monthly focus on one of the five Social/Emotional Learning pillars of Collaborative for Academic, Social, and Emotional Learning (CASEL). One purpose of this collaborative planning is to provide an intervention prior to making a referral to the Child Study Team (CST). SMS also has a program titled Project Wonder for 6th, 7th, and 8th graders. This is a school within a school concept where students work on their own pace on learning targets for the week. The students are supported by learning coaches (content area teachers), special education teachers, and instructional assistants. Social skill groups are also facilitated by our behavior interventionists and counselors.

Within Salisbury High School (SHS) data sources tend to vary because of the course specific content. Various data collection tools are used for the Keystone related classes: Algebra, Literature, and Biology. Algebra teachers use benchmarking from the math series or the Classroom Diagnostic Tests (CDT). English classes use the CDTs, while Biology uses the SkillsUSA prep. Throughout the course of the day, there are various ways and times we can support our students. This can be done during a Falcon Period, an academic lab, Keystone Remediation sessions, and peer tutoring. The Pennsylvania Youth Survey (PAYS) has been administered to learn about students' behavior, attitudes, and knowledge concerning alcohol, tobacco, other drugs and violence. This information can then be utilized to provide various academic, social/emotional, and behavioral supports. The Student Assistance Program (SAP) could be initiated.

In all of our buildings, Concern provides outpatient individual counseling to those students who have been referred for services.

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

STSD provides Speech and Language, Learning Support, and Emotional Support services at every grade level within the district. We also provide Autistic Support at the elementary level within the district. We have proposed to add another elementary Autistic Support class and a Transitional Learning Support class at the middle school. All of our students are included in academic and non-academic classes to the maximum extent possible.

STSD utilizes supplementary aids and services to support our students within the general education and special education settings. The IEP team identifies what supplementary aids and services are needed for each child based upon the child's needs. Our district supports in class

support, by a special education teacher or instructional assistant, as well as co-teaching models at the secondary level. Accommodations and modifications can be made to the learning environment, the curriculum, and assessments based on individual student need.

Training and professional development is offered to the teaching staff and support staff during the summer months and throughout the school year. Trainings and professional development focuses on Autism, Behavior, Non-Violent Crisis Intervention Prevention (CPI), Zones of Regulation, Trauma Informed Care, SEL, Reading, Eureka/Zearn Math, and other various topics to best support the instruction and education for our students with disabilities in the least restrictive environment.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

All students are encouraged to participate in extracurricular activities. If students should need supplementary aids and services to be able to participate in these activities, the district will provide the support as indicated in the student's IEP. These supports and services could be, but are not limited to a one to one instructional assistant, use of a positive behavior support plan, assistive technology, adaptations for mobility, nursing services, environmental supports, sensory breaks, staff training, and staff collaboration. The IEP teams determine the appropriate supports and services. In the past, we have had students participate in swimming and ski club that required one to one support from an instructional aid to participate in these activities. Students being educated in alternative placements are encouraged to and have participated in extracurricular activities with our district. These students would also receive supplementary aids and services to participate if included in their IEP. We had had two students receiving instruction in an alternate placement play on the soccer team - one on the girls' team and one on the boys.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

For students attending placements outside of the school district, an administrator from STSD would participate as the LEA to ensure IEP compliance, FAPE, and the supports and services necessary to remain in the general education environment with their non-disabled peers to the child's maximum extent possible. IEP teams make every effort to ensure students with disabilities are educated in the LRE environment with their non-disabled peers. Students are removed from the general education setting only when the child's education in that setting, along with the supplementary aids and services are not showing meaningful progress and they are not receiving meaningful benefit. Students placed in outside private institutions are give the same opportunity as all of our students to participate in extracurricular activities just as being educated in their home school. All extracurricular activities can be found on our website or by contacting the school or Athletics and Activities Office. If a student should need supplementary aids and services in order to participate, STSD would provide it as indicated in the student's IEP. Students will be provided transportation to and from the extracurricular activities the same as they are provided for non-disabled students.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

Each year, STSD reviews our students' needs and programming opportunities. In a transfer of entity prior to the beginning of the 2019-2020 school year, STSD now has it's own elementary Emotional Support classroom. During this same school year, STSD hired our own speech therapists and no longer contract speech services from IU 21.

During the 2021-2022 school year, STSD opened up our own elementary Autistic Support classroom to best support our students' needs in their neighborhood school. For the 2022-2023 school year, we have proposed opening up another elementary Autistic Support classroom to support our students that may need autistic support. We have also reviewed our needs at the middle school and have proposed an additional Learning Support classroom to assist students with academic needs that would facilitate an alternate curriculum, daily living needs, and looking at beginning transition activities.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Diversified Alternative Center-Coal Township (The Cottages)	Other	Student placed due to significant issues	Central Susquehanna IU (CSIU) #16	Emotional Support	1
Slatington Elementary School	Other	MDSB classroom	Carbon Lehigh IU #21	Multiple Disabilities Support	1
Northwestern Lehigh Middle School	Other	MDSB classroom	Carbon Lehigh IU #21	Multiple Disabilities Support	1
Catasauqua High School	Other	MDSB classroom	Catasauqua Area School District	Multiple Disabilities Support	1
Kernsville Elementary School	Other	MDSF classroom	Carbon Lehigh IU #21	Multiple Disabilities Support	1
Southern Lehigh Middle School	Other	MDSF classroom	Carbon Lehigh IU #21	Multiple Disabilities Support	2
Alburtis Elementary School	Other	LSS classroom	Carbon Lehigh IU #21	Life Skills Support	3
Catasauqua Middle School	Other	LSS classroom	Catasauqua Area School District	Life Skills Support	1
Lower Macungie Middle School	Other	LSS classroom	Carbon Lehigh IU #21	Life Skills Support	1
Catasauqua High School	Other	LSS classroom	Catasauqua Area School District		1
Project Search	Other	LSS Transition Program	Carbon Lehigh IU #21	Life Skills Support	1
VIP	Other	LSS Transition Program	Carbon Lehigh IU #21	Life Skills Support	1

Muhlenberg Elementary School	Other	AS classroom	Allentown School District	Autistic Support	1
Lehigh Learning Achievement School	Other	ES center based program	Carbon Lehigh IU #21	Emotional Support	8
Lehigh Elementary School	Other	ES/PHP classroom	Colonial IU #20	Emotional Support	3
Southern Lehigh High School	Other	ES/PHP classroom	Carbon Lehigh IU #21	Emotional Support	1
LCTI	Other	ES support at LCTI	Carbon Lehigh IU #21	Emotional Support	1

Positive Behavior Support

Date of Approval

2017-04-19

Uploaded Files

Pol. 3C.2 - Positive Behavior Support.pdf

Pol. 2B.9 - Discipline of Students with Disabilities copy.pdf

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

Our staff has received training on trauma and Social Emotional Learning (SEL). SEL is addressed in several ways across the district. In our elementary school, staff, and students practice the 7 habits as identified in the Leader In Me program. Teachers in our middle school implement monthly SEL activities on the 5 Collaborative for Academic, Social, and Emotional Learning (CASEL) pillars. AEVIDUM is a mental health awareness organization that has been developed within our high school to support students in need. In our high school, National Alliance on Mental Illness (NAMI) Lehigh Valley is currently in the process of scheduling mental health presentations for our students and community. The PA Youth Survey (PAYS) has been administered to our students to learn more about their behavior, attitudes and knowledge concerning alcohol, tobacco, other drugs, and violence. This is critical information to identify the changes and patterns to assist our students with interventions.

Also, in each of our buildings CONCERN counseling is offered as an outpatient counseling service that students can access during the school day in school with parental consent. CONCERN counselors work individually with students on each student's needs. Such needs could be loss, grief, anxiety, and/or depression. Our buildings also have Student Assistance Program (SAP) where students can receive assistance with barriers to their success in the classroom. These barriers could include alcohol, tobacco, other drugs, and mental health issues.

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.

Each summer through our Summer Academy, a training on behavior is offered for our instructional assistants and teachers. This training focuses on challenging behavior, establishing rules and expectations, ABCs of behavior and reinforcement, schedules and organization, functions of behavior, and replacement behaviors. Staff are also encouraged to participate in our Non-violent Crisis Prevention Intervention (CPI) program. We have a trainer of trainers on staff that conducts initial and refresher trainings. Our bus drivers and monitors have also been trained in dealing with students with challenging behaviors. De-escalation strategies are taught where the staff focuses on the least restrictive measure in responding to a crisis situation. The care, welfare, safety, and security of all is a priority. In addition to verbal de-escalation strategies, physical intervention strategies are also taught. These strategies are used as a last resort when one is in imminent danger to himself/herself or others.

3. Describe the district positive school wide support programs.

At the elementary school, we use Leader In Me as a school-wide initiative to promote habits of highly effective students as adapted from the

work of Stephen Covey. Elementary teachers, administrators, and instructional assistants have been trained and attend follow up support sessions to maintain a positive momentum. School team subcommittees work together to address weekly positive habits in all students with weekly assemblies, reward events, and Character Club.

Our elementary school has been part of the Multi-Tiered System of Support (MTSS) School Wide Positive Behavior Support (SWPBS) cohort to establish a building level plan. Programs and contingencies are outlined in the building handbooks, on the schools' websites, and in parent/guardian information packets in the beginning of the school year.

Child Study Teams (CST) intervene when students require more support. Staff develop action plans to help provide intensified behavioral support and assign unique rewards and consequences across the tiers of need for individual students.

Our special education teachers also create and implement individual supports and support plans for students with behavioral needs. Students with Individualized Education Plans (IEPs) and Positive Behavior Support Plans (PBSP) follow their individual plans. Our board approved code of discipline is also followed. Our buildings provide positive character shaping programs to support social responsibility in school and online.

The Interact Club participates in fundraising activities for local charities supporting giving back to the community. Salisbury Middle School (SMS) has been acknowledged for top donations at Lehigh Valley Hospital and also for the Race for Adam Foundation.

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

In each of our buildings we have an emotional support behavior interventionist that assists with crisis situations. We also have a behavior interventionist with Board Certified Behavior Analyst (BCBA) credentials for the district. These behavioral interventionists are members of our crisis teams. They also assist in the monitoring of behavioral goals and PBSP.

Small group and individual counseling are conducted by our school counselors and licensed social worker when students are in need of this type of related service. Social skills instruction groups are conducted by our behavior interventionists. Our school counselors and behavior interventionists monitor and manage our students requiring Tier 2 support. Follow up occurs during teacher team meetings.

5. Describe the district restraint procedure.

A physical restraint occurs only as a last resort when a child is a danger to himself/herself or others. The use of restraint is listed in the child's IEP, with parental agreement and is used in conjunction with a PBSP (based on the Functional Behavioral Assessment (FBA)), teaching socially appropriate behaviors to replace the negative behavior, staff are trained to use the physical intervention strategies, and there is a plan to eventually eliminate the use of restraint through the PBSP.

When a restraint is used, the Local Educational Agency (LEA) must notify the parent/s immediately of the restraint and an IEP meeting needs to be scheduled within 10 school days of the restraint. The parent/s and LEA can agree to waive the restraint meeting. Typically, we will permit the parent/s to waive the first meeting; however, we encourage the meeting after subsequent restraints. During the meeting the student's behavior will be discussed, as well as any necessary revisions to the child's IEP, FBA, PBSP, or if a change of placement may be warranted.

In addition to convening the IEP team to review the restraint, the staff conducting the restraint completes a report as all restraints must be reported to the state within 30 days of the restraint through the Restraint Information System Collection (RISC) website. Each time a restraint occurs, the child must be seen by the nurse as a precautionary procedure. If an injury occurs to the child or a staff member, this injury is reported to the state within 24 hours of the LEA being notified.

Intensive Interagency

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

Currently, Salisbury Township School District has one student placed on Instruction in the Home due to the student's significant health and medical needs. One other student received Instruction in the Home for a short period of time due to this student's health and medical issues and COVID as reported on the SES website.

Though placing some students has been challenging, STSD has been able to find appropriate placements for students fairly quickly. We utilize supports and services through IU 21 and we have also utilized IU 20 and IU 22 for services when necessary. STSD has contracted with other local districts - Allentown, Catasauqua, and Whitehall to provide services to our students when IU placements are not available.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS (MDSF IU)	Secondary	Full-time (1.0)	04/24/2022 09:30 PM

Building Name	
Salisbury SHS	
Support Type	
Multiple Disabilities Support	
Support Sub-Type	
Multiple Disabilities Support	
Level of Support	Case Load
Full-Time (80% or More)	8
Identify Classroom	Classroom Location
Intermediate Unit	Secondary
Age Range Justification	FTE %
	1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS (KO)	Secondary	Part-time (0.5)	04/24/2022 09:29 PM

Building Name	
Salisbury MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Full-Time (80% or More)	1
Identify Classroom	Classroom Location
Age Range	

School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS ES	Secondary	Full-time (1.0)	04/24/2022 09:26 PM

Building Name		
Salisbury SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

	0.8
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS (LR)	Secondary	Full-time (1.0)	04/24/2022 09:25 PM

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS (MM)	Secondary	Full-time (1.0)	04/24/2022 09:24 PM

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS (MG)	Secondary	Full-time (1.0)	04/24/2022 09:22 PM

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS (MF)	Secondary	Full-time (1.0)	04/24/2022 09:21 PM

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS (VE)	Secondary	Full-time (1.0)	04/24/2022 09:20 PM

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.8

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Full-Time (80% or More)	1	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification	FTE %	
	0.08	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS (TB)	Secondary	Full-time (1.0)	04/24/2022 09:15 PM

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification	FTE %	
	0.2	

Building Name		
Salisbury SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS Speech	Secondary	Full-time (1.0)	04/24/2022 09:14 PM

Building Name		
Salisbury MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS TLS	Secondary	Full-time (1.0)	04/24/2022 09:12 PM

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS ES	Secondary	Full-time (1.0)	04/24/2022 09:09 PM

Building Name		
Salisbury MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS 8	Secondary	Full-time (1.0)	04/24/2022 09:06 PM

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS 7-8	Secondary	Full-time (1.0)	04/24/2022 09:05 PM

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.14

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %

	0.85
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS 7	Secondary	Full-time (1.0)	04/24/2022 08:59 PM

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS 6	Secondary	Full-time (1.0)	04/24/2022 08:57 PM

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS 5-6	Secondary	Full-time (1.0)	04/24/2022 08:56 PM

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS 5	Secondary	Full-time (1.0)	04/24/2022 08:55 PM

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES 3-4/SHS Speech	Multiple	Full-time (1.0)	04/26/2022 07:29 PM

Building Name		
Salisbury El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.52

Building Name		
Salisbury SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES K-3 Speech	Elementary	Full-time (1.0)	04/24/2022 08:45 PM

Building Name

Salisbury El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES 2-4 AS	Elementary	Full-time (1.0)	04/24/2022 08:44 PM

Building Name		
Salisbury El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Salisbury El Sch		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES K/1 AS	Elementary	Full-time (1.0)	04/26/2022 07:25 PM

Building Name		
Salisbury El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Salisbury El Sch		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES ES	Elementary	Full-time (1.0)	04/26/2022 07:24 PM

Building Name		
Salisbury El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.14

Building Name		
Salisbury El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.6

Building Name		
Salisbury El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES 4	Elementary	Full-time (1.0)	04/24/2022 08:35 PM

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES 3-4	Elementary	Full-time (1.0)	04/24/2022 08:34 PM

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %

	0.2
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Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES 2-3	Elementary	Full-time (1.0)	04/26/2022 07:29 PM

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.75

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES K-1	Elementary	Full-time (1.0)	04/24/2022 07:36 PM

Building Name		
Salisbury El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.24

Building Name		
Salisbury El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

Special Education Facilities

Building Name		Room #
Salisbury El Sch		A206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 30 feet, 0 inches	1080sqft	38
Implementation Date		
2022-06-08		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Salisbury El Sch		B202
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-06-08		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Salisbury El Sch		C206
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-08		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Salisbury El Sch		C106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-08		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Salisbury El Sch		B106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-06-08		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Salisbury El Sch		A102
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 30 feet, 0 inches	1080sqft	38
Implementation Date		
2022-06-08		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Salisbury El Sch	A Pod Office- Speech

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 25 feet, 0 inches	475sqft	16
Implementation Date		
2022-06-08		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Salisbury El Sch		C102
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Salisbury MS		3
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-08		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Salisbury MS		4
School Building		Building Description
Middle		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2022-06-08		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Salisbury MS		10
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2022-06-08		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Salisbury MS		114
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 27 feet, 0 inches	891sqft	31
Implementation Date		
2022-06-08		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Salisbury MS		16
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 29 feet, 0 inches	899sqft	32

Implementation Date
2022-06-08
Uploaded Files

13 Assurance Check

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

Building Name		Room #
Salisbury MS		11
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-08		
Uploaded Files		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
Salisbury MS		103
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Salisbury MS		113
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-06-08		

Uploaded Files

16 Assurance Check

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

Building Name		Room #
Salisbury MS		120
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 32 feet, 0 inches	960sqft	34
Implementation Date		
2022-06-08		
Uploaded Files		

17 Assurance Check

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

Building Name		Room #
Salisbury SHS		109
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

18Assurance Check

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

Building Name		Room #
Salisbury SHS		124
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-06-08		
Uploaded Files		

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19 Assurance Check

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

Building Name		Room #
Salisbury SHS		103
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-06-08		
Uploaded Files		

20 Assurance Check

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

Building Name		Room #
Salisbury SHS		14
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 30 feet, 0 inches	870sqft	31
Implementation Date		
2022-06-08		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Salisbury SHS		106
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

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22 Assurance Check

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

Building Name		Room #
Salisbury SHS		2
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 24 feet, 0 inches	624sqft	22
Implementation Date		
2022-06-08		
Uploaded Files		

23 Assurance Check

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

Building Name		Room #
Salisbury SHS		125
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 24 feet, 0 inches	672sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
Salisbury SHS		17
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 30 feet, 0 inches	840sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		

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25 Assurance Check

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

Building Name		Room #
Salisbury SHS		132
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
Implementation Date		
2022-06-08		
Uploaded Files		

26 Assurance Check

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

Special Education Support Services

27Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
Social Worker	1	District Wide	District
Other	5	District Wide	District
Guidance Counselor	3	Secondary	District
Guidance Counselor	1.50	Elementary	District
School Psychologist	1	Elementary	District
School Psychologist	1	Secondary	District
Behavior Specialist	1	District Wide	District
Paraprofessionals	25	Secondary	District
Other	1	District Wide	Contractor
Other	1.5	Elementary	District
Physical Therapist	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	Secondary	Contractor
Paraprofessionals	40	Elementary	District
Other	1.5	Secondary	District
Occupational Therapist	1	District Wide	Contractor
School Psychologist	3	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Identify characteristics of Autism along with strategies and interventions to support students in the school setting.			
Lead Person/Position		Year of Training	
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff		Each year	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Identify best practices, interventions, and strategies for areas focused on student behavior for individual student support in the general education and special education classes. Staff and parents will be able to understand and participate in developing a FBA, PBSP, and a Manifestation Determination.			
Lead Person/Position		Year of Training	
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff		Each year	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals

			Special Education Teachers Other
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Description of Training			
Verbal De-escalation and Managing Behaviors (CPI)			
Lead Person/Position		Year of Training	
CPI Trainer		Each Year	
Hours Per Training	Number of Sessions	Provider	Audience
3-6	1-2	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Verbal De-escalation and Managing Behaviors (CPI) Refresher			
Lead Person/Position		Year of Training	
CPI Trainer		Each Year	
Hours Per Training	Number of Sessions	Provider	Audience
3-6	1-2	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
To identify best practices and strategies to support students with disabilities in all learning environments.			
Lead Person/Position		Year of Training	
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff		Each year	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	District Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers

Transition

Description of Training			
Staff will gain an understanding of transition opportunities and activities across middle and high school. Various services beyond high school in the areas of postsecondary education, employment, and independent living. Teachers will also understand the compliance requirements with transition services.			
Lead Person/Position		Year of Training	
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff		Each year	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training	
Indicator 13 Refresher	
Lead Person/Position	Year of Training

IU TAC		Year 2	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Identify various ways to teach reading and writing to students with disabilities. Staff will also be able to identify students' strengths and needs in the area of literacy and how to best address each area of need.			
Lead Person/Position			Year of Training
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff			Each year
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
ELA Program Adoption			
Lead Person/Position			Year of Training
Building and Central Office Administrators			First year
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Transitioning from high school			
Lead Person/Position		Year of Training	
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff		Each year	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Parents Paraprofessionals Special Education Teachers

Description of Training			
Community resources/ Family agencies			
Lead Person/Position		Year of Training	
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff		Each year	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Paraprofessionals Special Education Teachers

Description of Training			
Behavior			
Lead Person/Position		Year of Training	
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff		Each year	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals Special Education Teachers

Description of Training

Understanding the Evaluation/Reevaluation Process			
Lead Person/Position		Year of Training	
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff		Each year	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
How to write an IEP/IEP components			
Lead Person/Position		Year of Training	
Tracey Jacobi/Director of Special Ed, Michael Vacaro/Supervisor of Special Ed, IU TAC staff		Each year	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Building Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

2022-06-15

Uploaded Files

SpecEd Plan signature page.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer- Mrs. Lynn Fuini-Hetten

Date- 7/27/22