
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Special Education Report Thursday, November 08, 2007

Entity: Selinsgrove Area SD
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School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Selinsgrove Area SD	Central Susquehanna IU 16	Dr. Frederick C. Johnson	5	2798	331

District Special Education Contact:

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Current Program Strengths and Highlights

The Selinsgrove Area School District provides special education programs and services to students in grades K-12. The district takes pride in providing a continuum of services and programs, minimizing the need to send students out of the district to receive services. SASD is further reducing out-of-district placements since approval has been granted to develop a Life Skills Support program beginning in the 2007-08 school year. The building alignment in the lower grades (K; 1-2; 3-5) will necessitate systematic planning to involve students in activities with typical peers. Additional highlights:

- 100% of the special education staff is designated as Highly Qualified - including 3 speech therapists that have their Certification of Clinical Competence (National recognition), 19 teachers and 1.5 school psychologists.
- The district employs 33 paraprofessionals to support students in general and special education environments.
- Of the 33 paraprofessionals 6 have four years of college education and 6 have two or more years of college education. All paraprofessionals participate in on-going staff development activities provided by the school district, CSIU and PDE/PATTAN.
- The district requires and provides training for all paraprofessionals in Safe Crisis Management, CPR, First Aid and AED.
- The district uses a web-based service that includes a data management tool as well as an IEP module. This allows the psychologists, teachers and administrators to maintain data and track student progress as well as create evaluation/reevaluation reports and IEPs.
- SASD has created a community-based program that emphasizes transitional programming for secondary students with special needs. The site also provides opportunities for these students as well as younger students on the spectrum to engage in authentic learning in real-life situations. This program is staffed by a full-time teacher and paraprofessional and related service providers provide services on site.
- SASD provides a continuum of services (K-8) specifically for students on the autism spectrum. The programs for grades K-2 and 3-5 are district operated. The district plans to assume responsibility of the 6-8 program which is currently operated by the CSIU, in the 2008-09 school year.
- Learning support services/programs for students in grades K-8 are grade specific. This allows for concentration and implementation of grade level curriculum, instruction and participation with the students' typical peers.
- There are two programs at the high school designed to develop study skills using the curriculum of the integrated content areas. There is a direct correlation between student success in the integrated subjects and the services provided through these classes.

- SASD is committed to meeting the unique needs of individual students. This is evidenced by the low student-staff ratio, the development of a program for one student, contracts for private evaluators/consultants and the involvement of community-based mental health supports in the schools.
- SASD uses scientifically research-based reading curriculums (Reading Mastery, Corrective Reading and Edmark) in the special education programs to address the different learning styles and when progress is not evident when instructed in the district reading curriculum.
- Every student with special needs share environments with their non-disabled peers throughout each day. This occurs through academic integration and/or social integration and/or reverse inclusion experiences.
- Progress in reading and math is assessed though standardized probes (AimsWeb) in all grades. This is not the only means of assessment, this does provide a constant measure throughout the district.
- Physical Therapy/Occupational Therapy services are provided through a private contractor as opposed to using IU services. This arrangement allows flexibility and consistency when addressing student needs.
- All programs for students with autism participate in swimming (weekly) at Susquehanna University. This provides opportunities for socialization, practicing skills for dressing, speech and movement/sensory activities. Physical/occupation therapists also take advantage of this opportunity for their sessions.
- District provides time to special education teachers to write reevaluation and IEPs by employing substitutes. His option is provided upon request and the amount is based in caseload.
- There are common planning periods (regularly scheduled and/or periodically scheduled) for regular/special education teachers who share students
- Special education teachers serve on all committees and student assistance teams throughout the district.
- The district uses LetterGrade, an electronic grading program. This allows for continual and up-to-the-minute feedback to parents regarding academic progress.
- The district has a contract with Geisinger Medical Center for school-based weekly group counseling and monthly consultation with the guidance counselors and school psychologists.
- Selinsgrove Area School District has not been disproportionate in any of the categories tracked for the Special Educaiton Data Reports from 2002-03 to 2004-2005.

Enrollment Differences

Category	District Enrollment	State Enrollment	Is Disp. ?	Data Analysis	Plans for Improvement
Autism	4.83%	3.20%	No	These numbers are driven by incoming preschoolers . Students enter school who were identified and received services in early intervention.	The district provides programs and services for the students on the spectrum. This is done through and in collaboration with autistic support programs, learning support programs and/or regular education programs and staff. This will continue.
Deaf-	0%	0%	No	Not	If/when a student in this disability

Blindness				Applicable	category registers in the district, the CSIU will be contacted for assistance in determining the student's needs.
Emotional Disturbance	4.53%	9.70%	No	There are several therapeutic foster homes in this district. These students typically have been identified as students having emotional disturbance as well as having been assigned to restrictive settings outside of regular schools.	The district has various levels of behavioral and academic intervention that are in place. The SASD strives to provide supports for these students within the district. These interventions may vary between building levels and include the services provided by special educators, guidance counselors, social workers, contracted mental health personnel, contracted behavioral specialists, alternative education. If openings are available, CSIU emotional support programs and the Day Treatment program are accessed. The district must be creative in developing services for these students because programs/services are limited in this region.
Hearing Impairment including Deafness	0.60%	1.10%	No	This is a medically diagnosed disability.	The district provides for these students by accessing options that are appropriate for the individual student. These include services delivered in and out of district. Currently there are two students receiving services in/through the CSIU operated Deaf/Hard of Hearing programs. They are integrated in the regular education curriculum and/or use this curriculum within the special education programs. Discussions are on-going regarding their return to the home district. The support needed for this to occur has been/will be defined by the IEP team if/when the students are returned.
Mental Retardation	12.39%	9.40%	No	These numbers often represent students identified by a medical professional,	Evaluations will continue to be conducted appropriately while being sensitive to the issues that may appear to be the result of mental retardation and in reality may be masking other issues. These numbers may also be reduced when the early intervening

				the district as well as those who transfer into the district having been previously identified. If the data was analyzed and those students who were identified by the district were isolated, the percentage would be less.	programs are fully implemented and the identification process is further improved upon.
Multiple Disabilities	3.02%	1.10%	No	This is a category that is dramatically effected by medical conditions that are typically clear cut and non-negotiable.	The IEP teams will continue to review the strengths and needs of these students to insure that the programming meets the needs of these students. These students are served both in and out of the district.
Orthopedic Impairment	0%	0.30%	No	When there are students in this category, supports and services are put into place immediately to meet the needs in the least restrictive environment .	Teams will continue to convene to identify what students need and develop plans to meet those needs. Needs have/may include physical/occupational therapy and/or equipment, individual aide support, adapting the physical environment, schedule and on-going consultation with the medical team.
Other Health Impairment	5.14%	4.40%	No	This category consists of students having conditions diagnosed	Staff development activities will increase to assist staff in better understanding the individual needs of these students. Staff development will need to be more specific and/or individualized. Teams will need to include

				<p>by medical personnel. The numbers of disabilities included in OHI have increased. An increase in this category is largely due to the inclusion of students with ADD/ADHD in this category.</p>	<p>members of the medical profession.</p>
Specific Learning Disability	51.66%	53.90%	No	<p>Early intervening procedures will be significantly refined. The number of students in this category who need intense long-term services may change in response to the effectiveness of the interventions implemented through this process.</p>	<p>The goal is to continue conducting evaluations to determine identification and eligibility in adherence to IDEA/Ch 14. The district is working towards defining and implementing the process of RTI. The staff development activities that address systematic and differentiated instruction; data/collection/management/analysis; and the use of appropriate instructional materials will support the evaluation process.</p>
Speech or Language Impairment	16.92%	16.00%	No	<p>The district has made significant progress towards identifying and maintaining the appropriate students in this category over the last 3 years.</p>	<p>The district reviews the identification procedures as well as decisions for maintaining, reducing and dismissing students from services. Curriculum-based assessments are being developed to add to the tools used for making these decisions.</p>

Traumatic Brain Injury	0.60%	0.30%	No	This is a medically diagnosed disability.	The students' needs in this category are very specific and individualized. The district will continue to work in concert with the medical and mental health professionals to develop plans that address the needs of these students.
Visual Impairment including Blindness	0.30%	0.40%	No	This is a medically diagnosed disability.	The district will continue to contract and work in concert with the medical professionals and the CSIU to address the needs and services for students in this category. The regional Technology coordinator assists with the evaluations to determine the services and the types of equipment, devices etc. are needed and identify community resources that assist in supporting students in this category.

Ethnicity Enrollment Differences

Category	District Enrollment	Spec. Ed. Enrollment	Is Disp.?	Data Analysis	Plans for Improvement
American Indian/Alaskan Native	0.29%	0.30%	No	Commensurate with the state.	
Asian/Pacific Islander	1.00%	0.30%	No	Commensurate with the state.	
Black (Non-Hispanic)	2.50%	3.32%	No	Commensurate with the state.	
Hispanic	2.68%	2.72%	No	Commensurate with the state.	
White (Non-Hispanic)	93.53%	93.35%	No	Commensurate with the state.	

Exiting Statistics

State Graduation	State Dropout	District Graduation	District Dropout	Is Disp.?	Data Analysis	Plans for Improvement
91.80%	7.40%	83.87%	6.45%	No	The district's data in these areas are commensurate with the state's statistics.	The improvement seen in these areas over time is due to the commitment the district has made of its staff and resources in the area of transition. In addition to the knowledgeable and committed secondary teachers, the district employs a

						<p>full time teacher and paraprofessional that serve as the transition specialist and transition assistant respectfully. SASD has conducted surveys of graduates and parents for many years. Information gathered from these surveys has been used to assess services and develop additional supports and opportunities for students. This process will be discontinued if/when Post Outcome Data Survey's (P.O.D.S) are required and the information obtained from the Exit Surveys will be used for this purpose. An excellent relationship exists between the SunACTC and the district that is based on open and on-going communication. Regional leadership in the area of transition is provided by the CSIU and staff from both entities (district and SunACTC) serves on committees throughout the region whose goals are to address/create transition services.</p>
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Facilities for Nonresidential Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Holpen Village	Central Susquehanna Intermediate Unit	10

Incarcerated Students Oversight

The Snyder County Prison is located within the boundaries of Selinsgrove Area School District. The district contracts with the Central Susquehanna Intermediate Unit #16 to provide the educational programming for incarcerated youth. When a young person enters the facility, the CSIU is immediately contacted. The record request from the Correctional Education Resource Center is initiated. Additionally, the CSIU follows up through the PennData Tracking System to insure all special education students are identified. The individual is interviewed by both prison and CSIU staff and is informed of education opportunities. An analysis of the records occurs to determine the previous placement and services that were provided. When needed, an evaluation occurs and a new ER and IEP are developed.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Snyder County Prison	CSIU	0

Personnel Development - PA NCLB Goal #1

Topic	READING: Students with disabilities will demonstrate increased educational results in reading, writing, math and other academic areas as outlined in the Pennsylvania academic standards
Baseline Data	PSSA scores in reading, writing, math and other academic areas for students with disabilities. Based on current PSSA/PASA available data (05-06) the IEP students performed on the following levels in reading: 56% below basic; 26% basic and 15% proficient. In Math - 56% below basic, 20% basic and 15% proficient. There is an expected increase of 5% in scores from below basic to basic and basic to proficient.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2008	PATTAN Staff, IU Staff, Higher Education Staff, PDE	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	The district will use the PVAAS statistical analysis system to analyze longitudinal data of students' performance on these assessments to determine individual growth. There is an expected increase of 5% in scores from below basic to basic and basic to proficient on the PSSA/PASA.
2008-2009	PATTAN	Parent, New Staff,	On-site Training	The district will use the

	Staff, IU Staff, Higher Education Staff, PDE	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	with Guided Practice, Workshops with Joint Planning Periods, Conferences	PVAAS statistical analysis system to analyze longitudinal data of students' performance on these assessments to determine individual growth. There is an expected increase of 5% in scores from below basic to basic and basic to proficient on the PSSA/PASA.
2009-2010	PATTAN Staff, IU Staff, Higher Education Staff, PDE	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	The district will use the PVAAS statistical analysis system to analyze longitudinal data of students' performance on these assessments to determine individual growth. There is an expected increase of 5% in scores from below basic to basic and basic to proficient on the PSSA/PASA.

Personnel Development - PA NCLB Goal #3

Topic	ASSISTIVE TECHNOLOGY: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	When the need for assistive technology is identified by the IEP team, the district consults with the CSIU and PaTTAN. Students identified as needing assistive technology will receive it 100% of the time.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2008 opportunities for general training will be provided. Additionally, whenever there is a need for a specific service/device, training specifically to the device and/or student will be provided to all staff involved with the student.	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Device specific company trainings	Teachers/ therapists/ support staff/parents/students will receive direct instruction in the utilization of assistive devices respective to the individual students and devices for which there is the need to access the educational environment. Teams will convene to identify the appropriate technology needed and based on students abilities and will work to obtain devices through local, IU

				and state resources. The team will also include a support person from the CSIU. Evidence of results will be seen when IEP teams deliver these specific services to the students and progress regarding utilization will be monitored by the IEP team. When mastery is reached with a specific device the team will determine the next appropriate technology for continue student progress.
2008-2009 opportunities for general training will be provided. Also device/service specific trainings will be provided to both student and staff involved with the student.	PATTAN Staff, IU Staff, Device specific company trainings	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Device specific company trainings	Refer to results from 07-08.
2009-2010	PATTAN Staff, IU Staff, Device specific companies	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Refer to results from 08-09.

Topic	LOW INCIDENCE: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	All teachers are highly qualified and will possess or be provided the opportunity to develop the skills necessary to meet the students' needs. Paraprofessionals will also be provided opportunities to develop skills to support these students.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2008, 2008-2009, 2009-2010 Staff development	PATTAN Staff, IU Staff,	Parent, New Staff, Paraprofessional, Instructional Staff,	On-site Training with Guided	Training opportunities will be provided through

opportunities are available annually through Act 80 Days, contract and when required by administrators. Dates will be determined by the school calendar each year or by request. Specific training is determined by the needs of the student and/or staff.	Higher Education Staff	Administrative Staff, Related Service Personnel	Practice, Conferences, Distance Learning	CSIU, PaTTAN, Private Consultants and other providers. The evidence that staff development needs are being met is when FAPE is provided by developing and delivering appropriate programs and services.
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Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
Baseline Data	All teachers are highly qualified and will possess or be provided the opportunity to develop the skills necessary to meet the students' needs. Paraprofessionals will be provided these opportunities as well.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2007-2008, 2008-2009, 2009-2010 Staff development is on-going, especially when addressing the needs of these students. Often, training is needed that is specific to an individual student ie: feeding programs, behavioral support programs, sensory integration. SASD have initiated involvement in the CLM initiative and will begin training-the-trainers (2) in August 2007. The program is expected to be fully implemented in the 2008-2009.	PATTAN Staff, IU Staff, Higher Education Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	Training opportunities will be provided through CSIU, PaTTAN, Private Consultants and other Providers. Additionally, the district has applied to be trained for the CLM model. The evidence that services are provided by adequate personnel with the knowledge and skills necessary is when FAPE is delivered through the development of appropriate programs and supports.

Topic	ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Baseline Data	SASD currently employs 19 FTE teachers who are by definition “highly qualified”.
	The district employs 33 paraeducators who bring various levels of experience/education/ skills.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>2007-2008</p> <p>Paraprofessionals and professional staff receive annual training in: First Aid/ CPR /AED/ Safe Crisis Management and Instructional Techniques. Annually, professional staff receive training as needed on regulatory changes/updates, new initiatives; data collection/management; IEP/Reeval developent/goal writing; ESY decisions; ESL/IEP; Positive Behavior Management Techniques; Assessment; Instructional Techniques</p>	PATTAN Staff, IU Staff,	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	<p>Personnel will develop an improved understanding of how to meet the needs of the students with disabilities. This should be evidenced through differential instruction, increase participation in IEP conferences.</p> <p>SASD will increase the number of paraprofessionals deemed highly qualified by providing more in-house training opportunities. Staff will be required to maintain the certifications in CPR/AED/First Aid. Staff is provided with opportunities to attend conferences with minimal restrictions.</p>
<p>2008-2009</p> <p>Paraprofessionals and professional staff receive annual training in: First Aid/ CPR /AED/ Safe Crisis Management and Instructional Techniques. Annually, professional staff receive training as needed on regulatory changes/updates, new initiatives; data collection/management; IEP/Reeval</p>	PATTAN Staff, IU Staff,	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning	<p>Personnel will develop an improved understanding of how to meet the needs of the students with disabilities. This should be evidenced through differential instruction, increase participation in IEP conferences.</p>

<p>development/goal writing; ESY decisions; ESL/IEP; Positive Behavior Management Techniques; Assessment; Instructional Techniques</p>				<p>SASD will increase the number of paraprofessionals deemed highly qualified by providing more in-house training opportunities. Staff will be required to maintain the certifications in CPR/AED/First Aid. Staff is provided with opportunities to attend conferences with minimal restrictions.</p>
<p>2009-2010 Paraprofessionals and professional staff receive annual training in: First Aid/ CPR /AED/ Safe Crisis Management and Instructional Techniques. Annually, professional staff receive training as needed on regulatory changes/updates, new initiatives; data collection/management; IEP/Reeval development/goal writing; ESY decisions; ESL/IEP; Positive Behavior Management Techniques; Assessment; Instructional Techniques</p>	<p>PATTAN Staff, IU Staff,</p>	<p>Paraprofessional, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Distance Learning</p>	<p>Personnel will develop an improved understanding of how to meet the needs of the students with disabilities. This should be evidenced through differential instruction, increase participation in IEP conferences.</p> <p>SASD will increase the number of paraprofessionals deemed highly qualified by providing more in-house training opportunities. Staff will be required to maintain the certifications in CPR/AED/First Aid. Staff is provided with opportunities to attend conferences with minimal restrictions.</p>

Personnel Development - PA NCLB Goal #4

Topic	BEHAVIOR SUPPORT: Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others
Baseline Data	2006-2007 data indicates that at the secondary level (grades 7-12) 6% of

	<p>students with disabilities received out of school suspension (OSS). The goal will be to reduce the number of OSS by 2% each year so that it correlates with the amount of students with IEPs relative to the general population.</p> <p>Positive strategies and techniques will be employed to develop, change and maintain appropriate behaviors for all students to create/maintain/enhance the inclusive environment school-wide. Students with disabilities will receive behavior supports through the use of positive behavioral support plans, services of learning support programs and staff, individual paraprofessionals, TSS/behavior supports provided by mental health providers and private evaluators who assist in developing individual programs. Additionally, the district continues/to access new placements/services in IU Emotional Support programs. There will be a reduction in the number of discretionary suspensions (excluding weapons and drugs) by 2% each year.</p>
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>Safe Crisis Management Certification/Recertification available for district staff during the summers and fall months of: 2007-2008; 2008-2009; 2009-2010</p>	<p>IU Staff, Contracted Entities</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice</p>	<p>Current SCM staff will maintain certification (55 individuals). An additional 5% percent of staff will receive SCM certification and maintain annually. There will be a reduction in the number of discretionary suspensions (excluding weapons and drugs) by 2% each year.</p>
<p>Annually, every IEP will address the need and develop a behavioral plan if this level of support is identified as a need.</p>	<p>IU Staff, District and Pattan</p>	<p>Parent, Paraprofessional, Instructional Staff</p>	<p>Conferences, Distance Learning, Staff Development Activities</p>	<p>There will be Positive Behavior Support Plans on 100% of IEPs when needed. There will be a reduction in the number of discretionary suspensions</p>

				(excluding weapons and drugs) by 2% each year.
Annually, professional/paraprofessionals are provided/required (if needed) opportunities to obtain information through staff development activities.	IU Staff, Higher Education Staff, PDE and PaTTAN	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups, Distance Learning	Record of staff participating in professional development activities. There will be a reduction in the number of discretionary suspensions (excluding weapons and drugs) by 2% each year.

Personnel Development - PA NCLB Goal #5

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult
Baseline Data	The average graduation rate from 2002-03 to 2005-06 is reported to be 88.8% with the most recent average being 94.7%. This rate is higher than the state rate of 92.0%. The goal will be to increase graduation rate an additional 1% each year. SASD averages 22 students per graduating class and approximately 20 transitions to school from Early Intervention services per year. Transition teams including the parents, EI/Adult Service Providers and students (secondary) identify the programs/services that are needed for a successful transition. Through the transition process outcomes are collaboratively defined. 2005-2006 data indicates that 20 students graduated. 3% are attending higher education, 55% are employed and 15% are unemployed (10% of this number being medically fragile).

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
February 2008; February 2009; February 2010; Early Intervention Transition meetings will occur and evaluations will be	IU Staff, School District, Early Intervention providers, Mental Health Providers	Parent, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Observations Team Process	SASD will maintain/refine the transition process that has been developed to successfully transition students from early intervention. The district is planning staff development

initiated.				activities related to Response to Intervention to begin with the 2007-2008 school year. It is anticipated that improvements in data collection/analysis will improve the supports provided to students and consequently academic progress.
May 2008; May 2009; May 2010; IEP/Transition teams will convene for students with disabilities exiting school for planning purposes.	Higher Education Staff, School District, Agency/Community Providers	Parent, New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	Conferences, Team Process Individual/Small Group Trainings	Maintain a graduation rate that is commensurate with the State's rate.
Minimally, 3 times per academic year, transition clinics will occur for secondary students.	IU Staff, School District, Agency/Community Providers	Parent, New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Team Process	Records of clinics occurring.
Annual Statewide Transition Conference (Staff)	Higher Education Staff, School District personnel	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Conference BreakOut Sessions	Record of attendance/distribution of materials.
May 2009 Regional Transition Conference (Students)	Higher Education Staff, Students	Parent, Paraprofessional, Instructional Staff,	Conferences, Discussion, planning sessions	Numbers of/percentage of students attending.

		Related Service Personnel		
Seven times per academic year, regional advisory committee for transition convenes at a local site	PATTAN Staff, IU Staff, Higher Education Staff,	Parent, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	Discussion Planning Sessions On-site guided practice	Record of meetings/attendance log.
Visitations to post secondary schools/training facilities occur annually. Locations are determined by students' interest and outcomes.	Higher Education Staff, School District, Agency/Community Providers	Parent, New Staff, Paraprofessional, Instructional Staff	Visitations/Interviews/Questions/Answers	Log of visitation and completed students interest inventory information.

Ensuring FAPE

The only disability group that the district historically and continually has difficulty in ensuring FAPE is that of students with **significant** behavioral needs. These cases are few but become incredibly challenging and expensive in terms of time, money and human resources. When these situations occur, the district convenes team meetings that include the families, social agencies, mental health providers and any other service representative in which the family is involved. The district often finds itself alone in the search for appropriate and effective services and/or programs. Relatively speaking, the region is extremely weak in available mental health and related services. The IU has limited options and those that do exist are in high demand and are often unavailable. In the past, the regional CAASP personnel and Cordero staff have been consulted but these resources have proven useless in terms of developing preventative measures or crisis options. In the past few years, the district has employed the services of a private provider when faced with these situations. Although expensive, this resource continues to be the most beneficial.

Hard-to-Place Students

The district will continue to use the interagency approach to resolve and locate educational placements and services for hard-to-place students with disabilities. This means involving CAASP personnel, using the intermediate unit's services and personnel if available and working closely with the mental health providers and other social service agencies. There is little the district and families can depend on in this region. The district will continue to contact PDE when difficult situations are encountered and there is no resolution in sight.

Collaboration in Providing Services

The relationship between the district and the intermediate unit is open and communicative. Generally speaking, the same can be said in relationship to other child servicing agencies. The child servicing agencies are currently in a state of flux with the recent change to Managed Care as the overall administrative body. It is premature to determine if the change will improve services to children. The district will continue to work collaboratively with the agencies and participate in interagency meetings. Agency personnel will be included in school-based activities and district staff will accept invitations to present to parent groups etc. Some of the local agencies would include Keystone Services, Northwestern MH/MR, Hempfield Behavioral Health, BSI as well as Children Service agencies that place foster students in the district. Inner-agency, Individual Service Planning and Family Meetings are coordinated with the district whenever it is possible. Likewise the district invites agency representatives to IEP meetings or when specific needs arise throughout the school year.

Improving Program Capacity

Agency personnel are invited to participate in meetings where their services are involved. Teams are convened to identify and define services students need. It is necessary to define roles and expectations and leave little to chance. The struggle for everyone is to find effective staff and supports for families. The district has had to take a stand on the assignments of TSS support during school hours. Frequent meetings are conducted to determine the need, the effectiveness of the support and to define roles and expectations. Managed Care supports this involvement. Operationally positive changes can be observed, but it is to soon to see the impact of this change on children.

Coordination of Available Funds/Resources Usage

Meaningful coordination of funds and resources between health/human service agencies and the school district does not exist - except for the assignment of therapeutic support staff (in school) when that occurs. It appears that agencies delay meaningful involvement for families for as long as possible. The most frustrating agency to obtain substantive support from is children and youth. The conditions that must be met to get this agency involved are difficult to understand and accept. Since education is mandated, the district does not have the luxury of time. Consequently, the district's funds/resources are used. The district will initiate the Memorandum of Understanding appeal process to elicit fiscal support from appropriate agencies when it is possible.

Number of Students Billed to ACCESS

60

Ensuring Maximum Integration

SASD continues to be committed to (1) educating its students within the boundaries of the school district and (2) involving students in the general curriculum/environment for the maximum amount of time appropriate for the individual students. Only after all supports and resources are exhausted does the district consider settings outside of the district. Obviously this does not include those placements that are made through the judicial or protective service systems. A full continuum of services are available in the district or in conjunction with the intermediate unit and/or surrounding districts. The IEP teams including parents and students (when appropriate) determine services and programs for students with disabilities. The historical data regarding Complaints, Due Process Hearings and Mediations attest to the planning and parent involvement that occurs in the decision-making process.

There is opportunity at all levels for on-going collaboration between parents, administrators, students, teachers and support staff regarding students' needs and successes. When there are needs for assistive technology, related services, instructional accommodations and/or transition services etc., teams are convened to initiate the process for securing the service needed. The Special Education Director is empowered to make decisions regarding fiscal obligations. This

continues to minimize the obstacles that can delay the process of planning for students. Additionally, the district employs 33 paraprofessionals, including 6 that function as individual/personal care assistants. These individuals are in place to support students in the least restrictive environments.

Decisions involving placements in residential settings are interagency team decisions. Once a placement is secured, a district representative attends meetings or arranges for telephone conferences.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Kelly Elementary School	Neighboring School Districts	Elementary Multiple Disability Support	1
Oaklyn Elementary School	Neighboring School Districts	Elementary Life Skills Support	1
C.W. Rice Middle School	Neighboring School Districts	Middle School Life Skills Support	1
Reading School of Hope	Other	Emotional Support	1
Selinsgrove High School	Other	Alternative Education	2
5 Star Day Treatment Facility	Special Education Centers	Behavior and/or Emotional Support	2
CSIU Work Foundations	Special Education Centers	Life Skills Support/Work Experience	8
Northwestern Treatment Facility	Special Education Centers	Emotional Support	1
Lewisburg Middle School	Neighboring School Districts	Emotional Support	1
Danville Elementary School	Neighboring School Districts	Hearing Impaired	2
Diversified Treatment	Neighboring School Districts	Alternative Education	1

LRE Data Analysis

SE Outside Regular Classroom < 21%	SE Outside Regular Classroom 21-60%	SE Outside Regular Classroom > 60%	Special Education students in Other Settings	Data Analysis	Plans for Improvement
48.34%	34.44%	13.60%	3.63%	The district's data for 2006-2007 is equal to or better than (not statistically significant). An annual data analysis will be conducted to	The district is providing students with disabilities FAPE. Students receive appropriate evaluations, supports and services that are individually based. The district will

					assure status continues or address any new areas of need.	continue to operate with integrity when determining eligibility and developing programs for students.
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Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Jackson Penn Elementary School	E	GE	I	SLS	5	8	16	.30
-	SD	Selinsgrove Elementary	E	GE	PT	LS	5	8	10	1.0
-	SD	Selinsgrove Elementary	E	GE	I	SLS	5	8	30	.70
-	SD	Selinsgrove Elementary School	E	GE	FT	AS	5	8	5	1.0
-	SD	Selinsgrove Elementary School	E	GE	I	SLS	5	8	6	.10
-	SD	Selinsgrove Intermediate School	E	GE	R	LS	8	9	15	1.0
-	SD	Selinsgrove Intermediate School	E	GE	R	LS	9	10	15	1.0
-	SD	Selinsgrove Intermediate School	E	GE	R	LS	10	12	15	1.0
-	SD	Selinsgrove Intermediate School	E	GE	I	SLS	8	11	51	1.0
N	SD	Selinsgrove Intermediate School	E	GE	FT	LSS	5	10	8	1.0
-	SD	Selinsgrove Intermediate School	E	GE	I	SLS	8	11	4	.10
-	SD	Selinsgrove Intermediate School	E	GE	FT	AS	10	11	6	1.0
N	SD	Selinsgrove Middle School	M	GE	FT	AS	15	18	2	1.0
-	SD	Selinsgrove Middle School	M	GE	R	LS	11	13	20	1.0
-	SD	Selinsgrove Middle School	M	GE	R	LS	12	14	20	1.0
-	SD	Selinsgrove Middle School	M	GE	R	LS	13	15	20	1.0
-	SD	Selinsgrove Middle School	M	GE	I	SLS	11	15	30	.55
M	IU	Selinsgrove Middle School	M	GE	FT	AS	12	14	4	1.0
-	SD	Community Based Program (Seals	S	C	I	LSS	18	21	8	1.0

		Den/House)								
-	SD	Selinsgrove High School	S	GE	PT	LS	14	18	15	.50
-	SD	Selinsgrove High School	S	GE	R	LS	14	18	7	.50
-	SD	Selinsgrove High School	S	GE	PT	LS	14	18	14	.50
-	SD	Selinsgrove High School	S	GE	R	LS	14	18	7	.50
-	SD	Selinsgrove High School	S	GE	I	LS	14	18	27	1.0
-	SD	Selinsgrove High School	S	GE	I	LS	14	18	32	1.0
-	SD	Selinsgrove High School	S	GE	FT	LSS	16	20	8	1.0
-	SD	Selinsgrove High School	S	GE	I	SLS	16	20	20	.25
-	IU	Various Buildings	S	GE	I	BVIS	6	19	2	.31
-	IU	Various Buildings	E	GE	I	SLS	6	21	24	.63

Justification: LSS - Intermediate School classroom this was addressed in the approved SEPRN submitted April 2007.

BVIS - Various Buildings - Itinerant Vision/Mobility Services provided by the IU.

SLS - Various Building -Itinerant Speech/Language Services provided by the IU.

Support Staff (District)

School District: Selinsgrove Area SD

ID	OPR	Title	Location	FTE
-	SD	Classroom Paraprofessionals	Various Schools	27.00
-	SD	Director of Special Education	Administration Office	1.00
-	SD	One on one Paraprofessionals	Various Schools	6.00
-	SD	School Psychologist	Intermediate School	1.50
-	SD	Secretary to the Director of Special Education	Administration Offices	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	CSIU # 16	Occupational Therapy	5 Hours
-	CSIU # 16	Physical Therapy	4 Hours
-	CSIU #16	Social Work	37 Hours
-	Valley Rehabilitation	Occupational Therapy	8 Hours
-	Valley Rehabilitation	Physical Therapy	5 Hours

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2007 - 2010

The Selinsgrove Area SD within Central Susquehanna IU 16 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

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

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

Board President

Date

Superintendent

Date