

Profile and Plan Essentials

LEA Name		AUN
Salisbury-Elk Lick SD		108567004
Address 1		
PO BOX 68		
Address 2		
City	State	Zip
Salisbury	PA	15558
Director of Special Education Name		
Donna Robertson		
Director of Special Education Email		
donnajoe.pde@gmail.com		
Director of Special Education Phone Number		Director of Special Education Ext
814-662-2733		6506
Chief Administrator Name		
Mr Joseph C Renzi		
Chief Administrator Email		
renzij@selsd.com		

Special Education Students

Total Number of Students Receiving Special Education 57

School District Total Student Enrollment 266

Percent of Students Receiving Special Education 21.4

Steering Committee

Name	Position/Role	Building	Email
Joseph Renzi	Superintendent	Salisbury-Elk Lick SD	renzij@selsd.com
Jason Collier	Building Principal	Salisbury-Elk Lick JSHS	collierj@selsd.com
Donna Robertson	Director of Special Education	Salisbury-Elk Lick El Sch	donnajoe.pde@gmail.com
Kelly Edwards	General Education Teacher	Salisbury-Elk Lick El Sch	edwardsk@selsd.com
Brandi Bender	Board Member	Salisbury-Elk Lick SD	benderbr@selsd.com
Angie Rowland	Parent	Salisbury-Elk Lick SD	arowland@somersetrtust.com
Hannah Short	Special Education Teacher	Salisbury-Elk Lick SD	shorth@selsd.com

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

District has completed all monitoring corrective action/improvement plans.

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
---------------	-----	---------------	-----	------------------

Non-Resident Students Oversight

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

No

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.)

With regard to Section 1306 of the Public School Code, the Salisbury-Elk Lick School District is not a host entity. If the District was a host district, it would ensure that the 1306 facility maintains the child find process and that all special education paperwork followed IDEA requirements and updates were scheduled as needed. The district would support the 1306 facility in delivering a Free and Appropriate Public Education by ensuring the IEP development process is completed with fidelity and that educational placement is based on maximizing student educational environment within the least restrictive environment. The district would ensure that a certified special education teacher is delivering special education services inside the 1306 facility. We would also discuss educating students in the LRE and how the facility could promote more inclusion throughout the community and within the school district. We would work with Appalachia IU8 to promote inclusion within our public school system whenever possible for classes and activities.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

With regard to Section 1306 of the Public School Code, the Salisbury-Elk Lick School District is not a host entity. If we were a host district, we would have our Special Education Coordinator meet with the educational staff from the facilities to ensure that all special education paperwork followed IDEA requirements and updates were scheduled as needed. We would also discuss educating students in the LRE and how the facility could promote more inclusion throughout the community and within the school district. We would work with Appalachia IU8 to promote inclusion within our public school system whenever possible for classes and activities. The District Special Education Coordinator would communicate with the 1306 facility to plan for a smooth transition back to the student's home district by attending IEP meetings either virtually or in person.

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).**

Salisbury-Elk Lick School District contracts with Intermediate Unit 8 for services to ensure that incarcerated youth needing special education services are identified, evaluated and provided a Free Appropriate Public Education (FAPE). While the District currently has no incarcerated students, those identified through the Intermediate Unit 8 would be serviced and monitored. Communication with the correctional institution would be ongoing.

Least Restrictive Environment

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

The district's most recent available SEDR (2021-2022) highlights no areas where Least Restrictive Environment requires improvement. All targets are at or better than the state percentage. As outlined on this report, the district's overall special education enrollment was 40 students which is 15.4% of the district's total enrollment. This percentage was on par with the state's total percentage at the time which was 18.6%. The district does have a significantly larger portion of those students being identified as students with speech/language impairments in comparison to the state's percentage. 77.5% of the district's special education students receive support at the Itinerant Level in comparison to the overall state percentage of 61.8%. Historically, there have been some years where the district's percentage of students in the supplemental range has been slightly higher than the target (differing by only 1-2 students). The district has been continuing to improve the number of students in grades 7-12 who receive Itinerant support by improving training efforts and improving collaboration and communication between general education and special education teachers.

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?**

The district employs a continuum of services in order to meet the academic and social/emotional needs of all students. Title I reading and math intervention is available to all students in grades K-6. All classroom teachers at these grade levels have the support of paraprofessionals to assist students for nearly the entire school day. Both peer and teacher-facilitated tutoring is available to students in grades 7-12. Teacher to student ratios are very low in all classes district-wide. The district recently added a second full-time school counselor to provide additional social and emotional support to students. Additionally, the district contacts for a licensed counselor to provide services to students with more intense need one day per week. Students who are eligible for and in need of special education services are provided with an Individualized Education Program which is developed on an annual basis, and revised as necessary. If it is determined that the student cannot receive a free appropriate public education in the general education setting during the process of creating the Individualized Education Program, the IEP team will then determine the least restrictive environment appropriate and the amount of time that a student should receive special education services in that setting.

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

To ensure students being considered for LRE are included in the general education classroom and curriculum to the maximum extent appropriate, the District, in collaboration with consortium districts and Intermediate Unit 8, works to ensure LRE opportunities. Individualized Education Program (IEP) Teams consider and implement a number of supplementary aids and services. Time is scheduled for teachers, staff and parents to collaborate and co-plan. Curricular goals, instruction and tests are modified to meet diverse learning needs. When appropriate, the District utilizes push-in instruction to encourage student independence and participation in the regular education environment. The District adapts and modifies the physical environment using furniture and specific seating arrangements along with adaptive equipment and handicap accessibility to meet student needs. Counseling supports, individualized behavior support plans and social skill instruction are utilized to increase appropriate behavior and reduce disruptive or interfering behavior. Staff development trainings address the four categories of supplementary aids and services: Collaborative, Instructional, Physical, and Social-Behavioral annually. With the goal of promoting the least restrictive environment placement before considering any other options, Salisbury-Elk Lick School District has been very successful in educating its children with disabilities with their non-disabled peers. To meet the goal for all students, the District has participated in CAASP Interagency Team Service Plan meetings regarding students placed outside the District by other agencies. District students with special needs are integrated in the regular education classroom with supplementary aids and services to the maximum extent deemed appropriate by their IEP team.

Salisbury-Elk Lick School District has worked with and will continue to work with PDE/PaTTAN and Intermediate Unit 8 to provide staff development and training on Inclusive Practices, focusing on the topics of Differentiated Instruction, Universal Design For Learning, and Reading and Math Strategies and Progress Monitoring, all directed at reducing time in the learning support environment.

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

The Salisbury-Elk Lick School District has yet to face any barriers to ensuring students have access to meaningful participation with in extracurricular activities. A student's IEP team would collaborate to determine whether any supplementary aids and services are necessary to ensure meaningful participation. The district would provide staffing as necessary should students need assistance to access activities. Accessible transportation has historically been and will continue to be arranged if needed. All staff are trained in CPR/First Aid every 2 years. Staff leading or facilitating extracurricular activities would be provided with any training or assistance necessary in order to meet student needs and ensure meaningful participation.

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?**

The Salisbury-Elk Lick School District currently has no students with disabilities placed in private institutions. Should this change, the district would attend all meetings regarding student progress and students' IEP meetings. The special education coordinator would review progress reporting and all biennial or triennial evaluations to ensure that the students are educated with non-disabled peers to the maximum extent appropriate. Those students would also be afforded the opportunity to participate in district lead extracurricular activities and the district would communicate with the applicable private institution and the student's family to facilitate meaningful participation. Any special needs such as specialized transportation or care would be provided for by the district.

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)**

The Salisbury-Elk Lick School District currently operates 3 elementary (K-6) learning support classrooms and 1 secondary (grades 7-12) learning support classroom. The district also currently provides life skills programming at the elementary level, and has previously provided this programming at the secondary level. The district provides academic and emotional support programming for all grade levels. Additionally, the district contracts with Appalachia Intermediate Unit 8 for deaf/hard of hearing support, vision services, speech/language support and social work services. The district also contracts with CAMCO for Occupational and Physical Therapy services. If the district believes that individual students would best be instructed within our own programs with specially designed instruction, this least restrictive option will be provided. If the needs for some students are beyond the level of support the district can provide, the district will seek out other options, including out of district placements, to best meet those students' needs.

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Somerset Maple Ridge Elementary School	Other	Public School	Somerset School District	Autistic Support	1

Positive Behavior Support

Date of Approval

2022-03-09

Uploaded Files

PBS Policy revised March 9 2022.pdf

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

The emotional and social needs of students with disabilities is met through the evaluation/IEP process. Students who are suspected to have a disability are evaluated through an individualized process that can include measures of social, emotional, and behavioral assessment. For students who have behaviors of concern that impede their own learning or the learning of others, a formal Functional Behavioral Assessment is conducted. The information gathered assists the multidisciplinary team in drafting a Positive Behavior Support Plan as part of the student's IEP to provide intervention support and resources. The district provides Itinerant Autistic and Emotional Support services to students in need of them and contracts with Appalachia Intermediate Unit 8 for Social Work services. Every effort is made to provide support to students within the Least Restrictive Environment. Additional training and support the meet the social, emotional, and behavioral needs of students would be sought out through resources such as IU8, PaTTAN, and others.

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.

The district is currently implementing school-wide PBIS in both buildings, and training has been provided to district staff through Appalachia Intermediate Unit 8 regarding implementing Tier 1 interventions. Further training and collaboration will continue as the program continues to be implemented across the district. District staff is also receiving development related to implementing trauma-informed practices through the collaboration of Appalachia Intermediate Unit 8 and the National Dropout Prevention Center. Several staff members are working toward becoming trauma-skills certified, with the district goal being that 80% of teachers earn this certification. Additionally, a number of district staff members continue to attend Nonviolent Crisis Intervention (NCI) training from the Crisis Prevention Institute (CPI) on an annual basis. CPI training provides staff with early intervention strategies and de-escalation techniques that can be used during crisis situations when working with individuals with violent or dangerous behaviors. The training also emphasizes the use of physical restraint as a last resort when managing potentially aggressive behaviors. The proper techniques for utilizing these physical restraints are demonstrated and practiced during the training.

3. Describe the district positive school wide support programs.

Currently, the district is implementing school-wide PBIS programming with the assistance of Appalachia Intermediate Unit 8. Tier 1 PBIS interventions are intended to develop a positive school culture by building positive relationships and encouraging positive behaviors. Social-emotional skills and strategies to be used in a variety of settings within the school environment are directly taught to students. Tier 2 and 3 interventions are more intensive for students who have greater social-emotional needs. The district contracts with a mental health counselor to provide school-based mental health counseling to students 1 day per week. The Student Assistance Program team works to connect students experiencing social-emotional difficulties and their families with resources and supports. Our 2 school counselors provided individualized support to students on a daily basis. The district will continue to expand upon its

implementation of school-wide behavior support programs into the 2022-23 school year and beyond. During the 2022-2023 school year, district staff will continue to receive training related to Trauma-Informed Practices and will begin to implement those practices at a Tier I level.

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

The Salisbury-Elk Lick School District's Board provides funding to bring a licensed professional counselor to the District once a week to work with at-risk students. With parental permission, students, grades K-12, are taken for thirty (30) minute sessions to discuss academic and behavioral issues and positive ways to deal with them. With parental permission, concerns from counseling sessions are shared with Student Assistance Program (SAP) team members. This K-12 program serves to articulate supportive intervention services and assistance throughout the District. Providing this service to students has proven to be very successful. As sessions produce positive results, the number of sessions has reduced from weekly to monthly or every other month to no need to see the counselor. Students who achieve this level of success are monitored with a session every few months to once a year. Additionally, the district contracts with Appalachia Intermediate Unit 8 for social work services. The district has also contracted with Turkeyfoot Valley SD and Shanksville Stonycreek SD to share a school psychologist. During the 2021-2022 school year, an additional school counselor was hired in order to better meet the social and emotional needs of students.

5. **Describe the district restraint procedure.**

Physical Restraints The use of physical restraint when implemented as a protective procedure used only as a last resort must be documented as a part of a child's Behavior Support Plan within his/her IEP. When physical restraint is used as written in the IEP, the IEP team shall review the current IEP for appropriateness and effectiveness. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a Positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Behavior Support Plan includes efforts to eliminate the use of restraints. **Mechanical Restraints** Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. **Seclusion** The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces for which the student cannot readily exit. **Aversive Techniques** The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs: Corporal Punishment. Punishment for a manifestation of a student's disability. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit. Noxious substances. Deprivation of basic human rights, such as withholding meals, water, or fresh air. Suspensions constituting a pattern as defined in state

regulations. Treatment of a demeaning nature. Electric shock. Methods implemented by untrained personnel. Prone restraints, which are restraints by which a student is held face down on the floor.

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, the District has no students for whom there has been difficulty locating a program to ensure the provision of FAPE. Should this occur, the District would utilize the resources of the IU8 and the IU8 interagency coordinator, PDE/PaTTAN, and the numerous agencies with whom the District has collaborative service agreements and memorandums of understanding. The Children and Adolescent Service System Program (CASSP) would be consulted for coordination of needed services. Representatives from the various agencies involved with the child and the family would collaborate to provide appropriate programs and services for an individual student or a particular disability category. A student requiring Instruction Conducted in the Home would be reported in the Pennsylvania Department of Education's Special Education Students at Home online reporting system. The Salisbury-Elk Lick School District has previously established and maintained working relationships with a neighboring School District and an out-of-state facility for autistic, emotional and life skills support services. Through coordination of services with other districts/facilities and the Intermediate Unit, the district is able to provide maximum services to our students. The District has utilized the services of MH/ID/EI, and Health Choices, Children's Aide Home, Children's Behavioral Health, Children and Youth Services, Juvenile Probation Office, Youth Advocate Program, Alternative Community Resource Programs and Nulton Diagnostic & Treatment Center to meet identified needs. If students have issues that are impacting their education, interventions are planned following a continuum of child mental health services. The District accesses the appropriate agency when students are identified through instructional support, guidance, student assistance, or special education programs and procedures. The Board provides funding to bring a licensed professional counselor to the district once a week to work with at-risk students. With parental permission, students, grades K-12, are taken for thirty (30) minute sessions to discuss academic and behavioral issues and positive ways to deal with them. With parental permission, concerns from counseling sessions are shared with Student Assistance Program (SAP) team members. This K-12 program serves to articulate supportive intervention services and assistance throughout the district. Providing this service to students has proven to be very successful. As counseling sessions produce positive results, the number of sessions is reduced from weekly to monthly or every other month to no meetings with the counselors. Students who achieve this level of success are monitored with a session every few months to once a year. The district also provides Autistic Support and Emotional Support to students who are identified as students with special needs who require these supports to be successful in school. The District has a working relationship and excellent communication with Somerset County Career Technology Center (SCTC). This facility ensures FAPE to students with disabilities. The special education teacher at SCTC has access to and participates in the development of the student's IEP and provides progress on the IEP. Should a student need support for success, the District employs a paraprofessional to accompany the student. The guidance counselor monitors the student to assure the student is in the correct field. If a student struggles, more self-assessment /inventories are completed. SCTC follows the IEP including accommodations for NOCTI. Emotional Support teachers and social workers visit the facility on a regular basis. The District provides students with opportunities to job shadow and complete a co-op. Salisbury-Elk Lick students attend SCTC in the morning. Learning support staff work with students in the afternoon to monitor and offers support for continued success. Other areas of cooperation are with the IU8 Early Intervention Program and with various transition groups. The District schedules Early Intervention transition meetings in the spring of each year to plan for the transition of identified students into appropriate school-age programs. The District's transition program has collaborative arrangements with nearby school districts and community agencies which allows for the coordination of activities. Salisbury-Elk Lick School District is looking to expand its cooperation with more colleges and businesses during the life of this plan. Site visits, discussions with student service departments and job shadowing opportunities are giving our students with disabilities more options for their post-secondary life. The district also refers students with special needs who are of transition age to OVR and assists them in the application process.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 3 SEL	Elementary	Full-time (1.0)	02/20/2024 09:55 AM

Building Name		
Salisbury-Elk Lick El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.		0.12

Building Name		
Salisbury-Elk Lick El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %

Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.	0.08
---	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 1 SEL	Multiple	Full-time (1.0)	02/20/2024 09:56 AM

Building Name		
Salisbury-Elk Lick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.		0.02

Building Name		
Salisbury-Elk Lick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 9
Age Range Justification		FTE %
Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.		0.1

Building Name		
Salisbury-Elk Lick El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Deaf and Hearing Impaired Support 1	Elementary	Part-time (0.5)	07/27/2023 02:17 PM

Building Name	
Salisbury-Elk Lick El Sch	
Support Type	
Deaf And Hearing Impaired Support	
Support Sub-Type	
Deaf And Hearing Impaired Support	
Level of Support	Case Load
Itinerant (20% or Less)	1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 12
Age Range Justification		FTE %
n/a; only 1 student currently receiving this support		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 2 SEL	Elementary	Full-time (1.0)	03/11/2024 01:24 PM

Building Name		
Salisbury-Elk Lick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.		0.08

Building Name		
Salisbury-Elk Lick El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification	FTE %	
Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.	0.3	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP 1	Multiple	Part-time (0.5)	02/20/2024 09:56 AM

Building Name		
Salisbury-Elk Lick El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 13
Age Range Justification	FTE %	
Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.	0.38	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Position 1 SEL	Secondary	Full-time (1.0)	03/11/2024 01:29 PM

Building Name		
Salisbury-Elk Lick JSHS		
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	12 to 21
Age Range Justification		FTE %
Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.		0.14

Building Name		
Salisbury-Elk Lick JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
Classes are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.		0.05

Building Name		
Salisbury-Elk Lick JSHS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
lasses are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.		0.02

Building Name		
Salisbury-Elk Lick JSHS		
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	Secondary	12 to 21
Age Range Justification		FTE %
lasses are scheduled to meet age group requirements - younger students are grouped together as are older students. Age groups work separately from each other.		0.08

Special Education Facilities

Building Name		Room #
Salisbury-Elk Lick El Sch		118
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 35 feet, 6 inches	837sqft	29
Implementation Date		
2023-08-28		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Salisbury-Elk Lick JSHS		114
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 11 inches x 15 feet, 0 inches	343sqft	12
Implementation Date		
2022-03-15		
Uploaded Files		

2Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Salisbury-Elk Lick El Sch		103
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 23 feet, 0 inches	759sqft	27
Implementation Date		
2018-08-23		
Uploaded Files		

3Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Salisbury-Elk Lick El Sch		119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 35 feet, 6 inches	837sqft	29
Implementation Date		
2023-08-29		
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	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

5Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	0.9	District Wide	District
Paraprofessionals	1.0	District Wide	District
Physical Therapist	.1	District Wide	Contractor
Occupational Therapist	.1	District Wide	Contractor
Social Worker	.1	District Wide	Contractor
School Psychologist	.25	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Training focused on inclusive practices, behavior support, and instructional strategies.			
Lead Person/Position		Year of Training	
Special Education Coordinator, Curriculum Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Special Education Teachers

Positive Behavior Support

Description of Training			
School-Wide Positive Behavioral Interventions and Supports			
Lead Person/Position		Year of Training	
Special Education Coordinator, Curriculum Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training

PBIS Annual Faculty Meetings for Planning, Implementation, and Review			
Lead Person/Position		Year of Training	
SELSD Administrative Team		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
De-Escalation Training			
Lead Person/Position		Year of Training	
Appalachia Intermediate Unit 8 TaC		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
Paraeducator Suite Online Training	
Lead Person/Position	Year of Training
Special Education Coordinator, Curriculum Coordinator	2024
	2025

		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
20	3	Intermediate Unit	Paraprofessionals

Description of Training			
CPR/First Aid			
Lead Person/Position		Year of Training	
SELSD Staff		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
7	2	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Stop the Bleed			
Lead Person/Position		Year of Training	
SELSD Nurse and Resource Officer		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Other	General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Transition Compliance (Indicator 13)			
Lead Person/Position		Year of Training	
Special Education Coordinator, High School Special Education Teacher		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	Special Education Teachers

Description of Training			
Providing Transition-Related Learning Opportunities in the General Education Classroom			
Lead Person/Position		Year of Training	
Special Education Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit PaTTAN Other	General Education Teachers

Description of Training	
County Wide Transition Learning Opportunities	
Lead Person/Position	Year of Training

Special Education Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District Other	Building Administrators Special Education Teachers

Science of Literacy

Description of Training			
LETRS Training			
Lead Person/Position		Year of Training	
Special Education Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training	
Science of Literacy Training Opportunities	
Lead Person/Position	Year of Training
Special Education Coordinator/Administration	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	General Education Teachers Special Education Teachers

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Appalachia Intermediate Unit 8 TaC		2024	
Hours Per Training	Number of Sessions	Provider	Audience
5	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Engaging Parents in the IEP Process			
Lead Person/Position		Year of Training	
Special Education Coordinator		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

Description of Training			
Disability categories: 13 Paths of Possible Support			
Lead Person/Position		Year of Training	
Special Education Coordinator/School Psychologist		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

IEP Development

Description of Training			
IEP Compliance and Best Practices Overview			
Lead Person/Position		Year of Training	
Special Education Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	Special Education Teachers

Description of Training	
Understanding and Utilizing Student IEPs in the General Education Classroom	
Lead Person/Position	Year of Training

Special Education Coordinator/Special Education Staff		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	General Education Teachers

Description of Training			
Disability categories: 13 Paths of Possible Support			
Lead Person/Position		Year of Training	
Special Education Coordinator/School Psychologist		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents Special Education Teachers

Description of Training			
IEPs and the Common Core			
Lead Person/Position		Year of Training	
Special Education Coordinator/Special Education Staff		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District Other	General Education Teachers Paraprofessionals Special Education Teachers
---	---	-------------------	---

Signatures & Affirmations

Approval Date
2022-07-13

Uploaded Files

Special Education Plan Board Affirmation.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

Joseph Renzi

Date

2023-09-01

