

Profile and Plan Essentials

| | | | |
|---|--------------|--|--|
| LEA Name | | AUN | |
| Upper Adams SD | | 112018523 | |
| Address 1 | | | |
| 161 North Main Street | | | |
| Address 2 | | | |
| | | | |
| City | State | Zip | |
| Biglerville | PA | 17307 | |
| Director of Special Education Name | | | |
| Dr. Brian Booher | | | |
| Director of Special Education Email | | | |
| b.booh@upperadams.org | | | |
| Director of Special Education Phone Number | | Director of Special Education Ext | |
| 717 677-7191 | | 2720 | |
| Chief Administrator Name | | | |
| Dr Wesley T Doll | | | |
| Chief Administrator Email | | | |
| w.doll@upperadams.org | | | |

Special Education Students

Total Number of Students Receiving Special Education 286

School District Total Student Enrollment 1710

Percent of Students Receiving Special Education 16.7

Steering Committee

| Name | Position/Role | Building | Email |
|------------------|-------------------------------|--------------------|-----------------------------|
| Wesley T. Doll | Superintendent | Upper Adams SD | w.doll@upperadams.org |
| Joseph L. Albin | Director of Curriculum | Upper Adams SD | j.albin@upperadams.org |
| Brian Booher | Director of Special Education | Upper Adams SD | b.booher@upperadams.org |
| Jamie Kerstetter | Building Principal | Biglerville El Sch | j.kerstetter@upperadams.org |
| Sue Crouse | Board Member | Upper Adams SD | s.crouse@upperadams.org |
| Brad Showers | Special Education Teacher | Biglerville HS | b.showers@upperadams.org |
| Sonia Buckley | Building Principal | Upper Adams SD | s.buckley@upperadams.org |
| Kelly Shannon | Parent | Upper Adams SD | mkbtschan@embarqmail.com |
| Shane Brewer | Building Principal | Upper Adams MS | s.brewer@upperadams.org |
| Beth Graham | Building Principal | Biglerville HS | b.graham@upperadams.org |

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)

| |
|--|
| Improvement and Planning Activity |
| LEA will meet bi-annually with out of district placements to ensure Least Restrictive Environment is being considered along with individual students needs. |
| Upon completing enrollment into the district, the IEP team will meet and discuss Least Restrictive Environment for the individual student to ensure that LRE expectations are met. |
| The LEA will monitor and review Educational Environment with IEP team during IEP meetings to ensure the Educational Environment is Least Restrictive. |

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 School 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 School 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.)

If Upper Adams School District was a host district, the LEA would fully comply with the requirements of Chapter 14 and its obligations under Section 1306 of the Public School Code. The District would allow non-resident students into the facility housed within the district. The Director of Student Services would be responsible for providing the student with an appropriate program of special education and training. The Director of Student Services would maintain contact with the school district of residence of the student for the purpose of keeping the resident district informed of the plans for educating the student. To ensure Child Find Obligation, Upper Adams would have the responsibility to locate and service students who are placed in the facilities. The LEA would monitor the progress of the child through the counseling and academic contacts of the facility. If the student has an IEP/504 plan, the LEA would be included in meetings, and receives progress reporting. If the student has an IEP/504 plan, the LEA would be included in meetings, and receive progress reporting. If through the communication, the student has a change in need, he/she can be evaluated /reevaluated while at the facility to determine need of specially designed instruction. If it is determined that the student has a need for transportation, the LEA will provide the transportation, if needed.

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

Upper Adams School District would receive a 1306 form, which is immediately shared with the building, Child Accounting/PIM Coordinators, and Student Services. School records are sent to the facility, including grades, attendance, health records, and information to identify anyone eligible for special education services. Frequent communication is established between the residential placement, host district, parent/guardians, and the resident LEA- generally the Student Services Office. To ensure Child Find Obligation, the LEA monitors progress of the child through the counseling and academic contacts of the facility. If the student has an IEP/504 plan, the LEA is included in meetings, and receives progress reporting. When it is determined that the student is ready to transition back to the district, a meeting is conducted with Director of Student Services, the facility, the host district, if necessary, and the Administration of the school building where the student would return. The meeting would include all parties currently working with the student. A review of records would be conducted to see if changes in the student's educational programming have occurred. The student's IEP would be reviewed, and any needed updates would be conducted by the Special Education case manager. Credits would be reviewed by the Counselor. If needed, the transition plan would be reviewed if the

student is of transition age to determine the student's thoughts on Post Secondary Education, work, and independent living. The home district would make sure that all supports and services, including transportation was in place. The team would then establish a timeline for the transition back, keeping in contact through meetings.

Incarcerated Students Oversight

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

No

1. **Describe the system of oversight the School 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).**

Upper Adams School District (UASD) does not have an adult correctional facility within its geographical boundaries. However, if Upper Adams School District did have a student within a correctional facility, it would provide the student with FAPE, in cooperation with the Lincoln Intermediate Unit No. 12. All detainees under the age of 21, without a high school diploma are eligible. Persons under the age of 17 are subject to the compulsory education law in PA. The LIU operates the educational program in the local correctional institutions for all incarcerated students who are or may be eligible for special education services. The LEA collaborates with Lincoln Intermediate Unit procedures are established and followed in order to notify school districts when school age youth enter the facilities. The LIU provides the opportunity for those students with exceptionalities, individualized instruction based on IEP goals is developed.

Least Restrictive Environment

1. Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.

In the school year, 18-19, the LEA met the target for 80% or more inside the regular class, but just missed the target for less than 40% in the regular class. In the school year, 19-20, the baseline data for LRE was reset, therefore, no target measures were performed. However, Upper Adams was above the state in terms of students being in the regular ed environment. The district had 63.1% of their students in general ed 80% or more vs. the state at 61.5%. The supplemental % of students inside the regular class less than 40% was 7.1% compared to the state rate of 9.6%. In the school year, 20-21, the district had 65.4% of their students in general ed 80% or more vs. the state at 62.1%. The supplemental % of students inside the regular class less than 40% was 8.7% vs. 9.8% state rate. The district continues to improve in both 80% in general ed and inside regular class less than 40%, however, we do continue to monitor both areas.

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

The district looks at the following universal practices when addressing the academic and social/emotional need of all of the students: Our teachers spend time to get to know their students, and understand their learning preferences and interests. Our teachers have learned to be flexible and creative in the classroom, and try out of the box approaches to teaching. They provide our students with text, audio, video, and hands on learning opportunities. Our teachers look at a variety of ways to assess students in the classroom. For example, students might choose between a paper and pencil test, or an oral presentation, or even a group project. Our teachers also try to remove barriers from their students' learning environment. For example, we understand that textbooks need to be supplemented with technology, skill building is presented as a game, and students have flexible seating and opportunities to move around the classroom.

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

The LEA uses such programming and training efforts such as high impact strategies for all students. For example, information is presented in ways that adapt to the learner, such as a hands on format, technology integration, allowing for movement in the classroom. All teachers, support staff, and parents receive training in LFS strategies, ABA through Pattan and District Personnel, Strategies for Inclusion and Differentiation, technology resources, CPI, Behavior Intervention, CPR, Special Education paperwork, Gifted Support, LRE, and Transition within our Induction and Summer Programming. Because of these trainings, our students with IEPs are integrated into the general education classes with adequate supports. Some of our biggest accomplishments are: Unified Gym, Unified Art, and Unified Music, where a peer mentor works with a student who has intellectual or social needs. We have hired teachers and classroom assistants from our previous peer mentors. In addition, we offer an Inclusion Club which pairs regular education students with students with disabilities in a variety of activities and programs. Very few children are removed for 100% of the day, even our students with the most complex disabilities. They are included where possible into lunch and specials along with academics and electives. We try to use K-12+ services inside Upper Adams for Life Skills and we

have been able to utilize the LIU for a continuum of services for Autistic Support Students. None of these students will need to leave the district, or drive great distances for service in these areas. In addition, we are part of a consortium with two neighboring districts in order to keep our students with Intensive Learning Support needs and those needing Emotional Support in a district classroom, rather than a center based program.

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

Upper Adams School District (UASD) employs a program and procedures to insure that our students are offered the least restrictive environment. For the students already in special education, a schedule is developed to fit the students' needs at the beginning of the year. We have held presentations on differentiating instruction. We have established three (3) Unified Arts classes (Art, Phys Ed, and Music). These Unified Arts classes have evolved into our students participating in extra curricular activities. Our students with the most severe needs are paired with a mentor student, and the two navigate the class together. Several of our mentors have encouraged our students with IEPs to be involved in after school programming. We have students who have IEPs who are part of our cross country, track, football, basketball, wrestling, and soccer teams. Our coaches are welcoming, and we have supports such as: peer mentors, specialized transportation, and agency supports. Also, our after school programming is unified, in that we have peer mentors involved with our students with disabilities. We have a strong STEM program and Diversity Clubs who host all students with supports and accommodations such as sign translators, wheelchair vans, and agency nurses.

5. Describe the School District procedures that ensure, 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-led extracurricular activities.

Upper Adams School District in the past three years has had a minimal amount of students for whom it has been difficult locating a program to ensure the provision of FAPE. These students have documentation of meetings and attempts at finding a program. The District has had difficulty placing an average of only one student each year for the past three years. These students have multiple disabilities and have serious physical needs that impede their ability to leave their homes. The other category of student who was difficult to place is the student with ID and Emotional Disturbance, with serious behavior issues. Upper Adams School District has had meetings with the LIU in order to ask for certain services for hard to place students. One resolving answer to the issue has been the forming of the Adams County Consortium, which has provided close to home services for students who require LSS services, Neurological services, Alternative Ed services, and ES services. In the past, Upper Adams School District has worked very closely with the Adams County CASSP team in order to assist with placement resolution. The coordination of agency planning has been left to district personnel and MH/IDD. Upper Adams, in conjunction with Fairfield School District have applied for on site mental health outpatient services for our students in need. Upper Adams School District does have effective arrangements with outside service providers and keeps a positive relationship with such providers. However, because Adams County has few agencies, our Principals, Deans, Guidance Counselors, and Student Services office have enormous amount of time identifying and

connecting with agencies. Students whose home district is UASD, but are placed in private institutions are able to participate in extracurricular activities such as sports and clubs, graduation. Transportation from the private institution to the district is arranged. In alternative education settings, students with disabilities are educated alongside non-disabled children.

6. Discuss the School 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 Adams County Consortium is expanding yearly. Currently, Upper Adams School District services Life Skills support students in grades K-12+. The other two districts in the Consortium are planning to increase their services for NS, AS, and ES services, and the three districts are seeking to include other Adams County Districts. We have recently expanded our transition programming to include work study at Gettysburg College. We have had 22 students in our Life Skills and Autistic Support programs offered jobs through Gettysburg. We have also started an apartment program hosted by a nearby church to assist with independent living skills.

Out of District Placements

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|-----------------------------------|----------------------|-----------------------------|-----------------------------------|-------------------------------|----------------------------------|
| Bermudian Springs School District | Other | Emotional Support | Bermudian Springs School District | Emotional Support | 5 |
| Littlestown School District | Other | Emotional Support | Lincoln Intermediate Unit | Emotional Support | 1 |
| Franklin Learning Center | Other | Center based Dual Diagnosis | Franklin Learning Center | Life Skills Support | 1 |
| Gettysburg Area School District | Other | Intensive learning support | Lincoln Intermediate Unit | Learning Support | 1 |
| Littlestown School District | Other | MDS | Lincoln Intermediate Unit | Multiple Disabilities Support | 1 |

| | | | | | |
|---------------------------------|---------------------------|---|--------------------------------|-------------------------------|---|
| Fairfield Area School District | Other | Intensive Learning Support Class | Fairfield Area School District | Learning Support | 6 |
| Paradise Center | Licensed Private Academic | Behavior Intervention/Credit Recovery program through the Lincoln Intermediate Unit | Lincoln Intermediate Unit | Emotional Support | 1 |
| Conewago Valley School District | Other | MDS | Lincoln Intermediate Unit | Multiple Disabilities Support | 5 |
| Fairfield Area SD | Other | | Fairfield Area SD | Autistic Support | 1 |

Positive Behavior Support

Date of Approval

2021-02-16

Uploaded Files

BoardDocs® PL.pdf

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

The district has responded to the growing emotional and social needs of students with disabilities by increasing the counseling opportunities within the district. In addition to 5 District Counselors, the District utilizes School Based Counseling services through Tru North through K-12 SAP referrals, Substance Abuse and Mental Health Counselors, as well as Counselors contracting through grant funded private organizations.

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.

Upper Adams School District's behavior Support policy does include all of the required components as stated in the PDE guidelines. This policy was updated February, 2021. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including deescalation techniques. District personnel do receive adequate training regarding the behavior management policy and strategies embedded within the policy for the use of the staff. Some examples of research based training includes: CPI training through the Adams County Consortium and LIU, SWEBS training, FBA/PBSP training through Stock and Leader and the Adams County Consortium, as well as VB and ABA training offered through PaTTAN, PDE, and the LIU. Further information regarding behavior support is disseminated through faculty meetings, teacher handbooks, student handbooks, student agendas, and written policies. The district does access professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN. The behavior management policy is accessible through student handbooks, teacher handbooks, the district website, and faculty meetings. Each of the five buildings located within the district are a part of the comprehensive behavior management system.

3. Describe the School District's positive school wide support programs.

Each building in the District employs a School Wide Behavior Support Program. We utilize group counseling and proactive circles. We utilize outside agency assistance for incentive programs such as Yellow Breeches Trails program where students earn incentives. One of the goals for

the District Comprehensive plans is for all of our buildings to align their behavioral expectations and strategies even more than they are currently. Our students are taught Positive Behavior Strategies, and know and understand what the expectations are. We are working on common language and more explicit instruction on expectations. Students behavior intervention strategies are tiered into universal strategies for all students, Targeted prevention such as PBSPs, coping strategies, and improving skills for some students, and Intensive prevention for a few of our students.

4. Describe the School District's school-based behavior health services.

The district employs three Assistant Principals and one Dean of Students to specifically work with students struggling with behavior concerns. The guidance counselors in each building and the certified school psychologist will also incorporate struggling students in social skill groups and positive behavioral support as the need arises in each building. MTSS/INTERVENTION teams also work at the elementary level to incorporate behavior strategies across the students' entire academic day. Both Elementary and Secondary level incorporates the use of SAP to help at-risk students. There are agency personnel working at the district through Tru North and Laurel Life to work with at-risk students, as well as School Based Mental Health and Substance abuse services through Tru North and through Grant funded Private Agencies. Through a state grant, we have leveraged the funds to hire a Masters level Social Worker. This individual works to create a strong bond between our students, their families, and our community resources to support each individual family set. She has created an informational trifold document and has started yearly community aid fairs that brings all of our local services to one location and communicates with our community about the fair.

5. Describe the School District's restraint procedure.

Regular training is provided for staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. Our Policy includes a description of personnel training on use of positive behavioral support, de-escalation techniques, and emergency responses. Staff are given annual training by the Lincoln Intermediate Unit, Folium, and our neighboring district on Safety-Care strategies. We have several staff members who are trained in Safety-Care trainer trainings and 1 trainer for CPI strategies. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversion techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including deescalation techniques, and only when included in a student's positive behavior support plan, and all antecedents, and preventative measures have been utilized first. . On the rare occasion that a restraint occurs, the district (or outside agency) will follow the procedures for restraints. The district has personnel as does our outside partners, who are certified in safe physical management techniques. If a restraint would happen, only trained individuals would be doing the restraint, and always at least 2 persons in the room. The restraint would be part of a student's IEP and PBSP. Parents will be notified within 1 day of restraint unless other procedures are in place in the IEP. All restraints are reported following the guidelines of the RISC System in Leader services. All data fields are completed, including the Antecedent Behavior, Behavior of Concern, and De-escalation techniques. Either a waiver is signed by parent or an

IEP team meeting is convened within 10 days of the restraint. Any FBA/PBSP will be updated as needed. Our district reports quarterly in the RISC system either a restraint or that no restraints were conducted.

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.

Historically, in 2017, the district has only had one student listed as Instruction Conducted in the Home. In 2019, the district set up a plan for this student to integrate back into the district. The District currently has 1 student who is receiving instruction in the Home provided by the local Intermediate Unit (LIU12). The severity of this student's needs plus significant health decline led the IEP team to decide, with parental approval, to initiate instruction in the home. Should this occur, the district maintains that all students who are hard to place or who would need Instruction Conducted in the home, would remain entitled to a free and appropriate public education equal to his or her non-disabled peer unless this would interfere with the child's health or welfare in anyway. Should the Local Educational Agency, including parent, determine that a child needs Intensive Interagency Coordination, the district would contact the Lincoln Intermediate Unit's Interagency Coordinator. Until an appropriate placement can be agreed upon, the student would remain in his/her current setting unless the parent and district are in agreement that Instruction Conducted in the Home is an appropriate placement on a temporary basis. The team decision would require a NOREP documenting the approvals. The district would consider technological options to connect students to the classroom instruction and peers. The placement would be reported through the Leader Services @ Home Reporting System.

Special Education Support Services

1Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|---|------------------------|-------------------------|-------------------------------|
| Director of Pupil Services | 1 | District Wide | District |
| Occupational Therapist | .67 | District Wide | District |
| Physical Therapist | .05 | District Wide | Contractor |
| Transition Coordinator | 1 | District Wide | District |
| Guidance Counselor | 2 | Elementary | District |
| Guidance Counselor | 3 | Secondary | District |
| Paraprofessionals | 1 | District Wide | District |
| Paraprofessionals | 5 | Elementary | District |
| Paraprofessionals | 4 | Secondary | District |
| Paraprofessionals | 8.5 | Secondary | Contractor |
| Paraprofessionals | 5.5 | Elementary | Contractor |
| Guidance Counselor | .4 | Elementary | Contractor |
| Guidance Counselor | 3 | Secondary | District |
| Guidance Counselor | 2 | Elementary | District |
| Guidance Counselor | .2 | Secondary | Contractor |
| Social Worker | 1 | District Wide | District |

Special Education Personnel Development

Autism

| | | | |
|--------------------------------|---------------------------|-------------------------|---|
| Description of Training | | | |
| Verbal/Behavioral ABA | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 3 | PaTTAN | Paraprofessionals Special Education Teachers |

Positive Behavior Support

| | | | |
|---|---------------------------|-------------------------|--|
| Description of Training | | | |
| Positive Behavioral Support/ Strategies and Plans | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 3 | 1 | District | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers |

Paraprofessional

| Description of Training | | | |
|------------------------------|--------------------|--|---|
| Varied trainings available | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 3 | District Intermediate Unit PaTTAN Other | Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other |

Transition

| Description of Training | | | |
|---|--------------------|-------------------------------|----------------------------|
| Transitioning of Special Education Students and documentation | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2024 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 1 | District Intermediate Unit | Special Education Teachers |

| Description of Training |
|---|
| Varied Transition trainings- Services offered |

| Lead Person/Position | | Year of Training | |
|------------------------------|--------------------|---|----------|
| Director of Student Services | | 2025 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 3 | District Intermediate Unit PaTTAN | Parents |

Science of Literacy

| Description of Training | | | |
|--|--------------------|--|---|
| Enhanced Core Reading Instruction - ECRI | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2024 2025 2026 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 7 | 3 | District Intermediate Unit Other | Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other |

Parent Training

| Description of Training | | | |
|------------------------------|--------------------|----------------------------|----------|
| Transition Organizations | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 2 | 1 | District Intermediate Unit | Parents |

IEP Development

| Description of Training | | | |
|--|--------------------|------------------|----------------------------|
| Tips and Tricks for IEP management system- Power School Special Programs | | | |
| Lead Person/Position | | Year of Training | |
| Director of Student Services | | 2024 | |
| | | 2025 | |
| | | 2026 | |
| | | 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 5 | 2 | District | Special Education Teachers |

Assistive Devices Training

| Description of Training | | | |
|--|--------------------|------------------------------|----------------------------|
| Basics and Fundamentals of Assistive Technology (AT) | | | |
| Lead Person/Position | | Year of Training | |
| Lincoln Intermediate Unit 12 | | 2024 2025 2026 2027 | |
| Hours Per Training | Number of Sessions | Provider | Audience |
| 1 | 5 | Intermediate Unit | Special Education Teachers |

Signatures & Affirmations

Approval Date

2024-04-25

Uploaded Files

UASD- SP ED PLAN Signature.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

Wesley T. Doll

Date

2024-05-16

