

North East SD

**Special Education Plan Report**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

50 E Division St  
 North East, PA 16428  
 (814)725-8671  
 Superintendent: Frank McClard  
 Director of Special Education: Rebecca Kelley

## Planning Committee

Name	Role
Brian Emick	Administrator : Professional Education Special Education
William Renne	Administrator : Professional Education Special Education
Tim Baronner	Ed Specialist - School Psychologist : Special Education
Stephanie Makin	Elementary School Teacher - Regular Education : Professional Education Special Education
Katelynn Bailey	Elementary School Teacher - Special Education : Special Education
Leslie Shickler	High School Teacher - Special Education : Professional Education Special Education
Karen Potocki	Middle School Teacher - Regular Education : Special Education
Karen Crosscut-Miller	Middle School Teacher - Special Education : Special Education
Jessica Stetson	Middle School Teacher - Special Education : Special Education
Casee Blackmer	Parent : Special Education
Rachel Schwindt	Parent : Special Education
Adam Schwindt	Parent : Special Education
Rebecca Kelley	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 241

### *Identification Method*

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

The North East School District utilizes the discrepancy model in identifying students with specific learning disabilities. As a result, the District utilizes data to conduct the following: 1. Determine if the student achieves adequately for the child's age or meets State-approved grade-level standards in the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem-solving. 2. Determine whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a "severe discrepancy between intellectual ability and achievement" or relative to age or grade. 3. Rule out: Vision, hearing, or motor problems; Intellectual disability; Emotional disturbance; Cultural and/or environmental issues; and Limited English proficiency. 4. Rule out lack of instruction by documenting: Appropriate instruction by qualified personnel and repeated assessments.

Each Building Level Team (Case Management at the elementary level and SAP and BLT at the secondary level) addresses academic, emotional, and behavioral issues students may be experiencing within the school setting. These teams provide observations and assistance to teachers in implementing strategies and remedial techniques to address these issues. The District's core programs in reading and math are standards-aligned and research-based. Staff at the elementary levels have been trained in many research-based techniques to utilize in their classrooms for students who are not progressing as successfully as their peers.

In grades K-2, DIEBELS and NWEA-Map provide benchmark assessment data. Students who are not at benchmark or who experience difficulty and are not showing progress are referred for more intensive instruction through Title 1. The Case Management Team continues to monitor progress of these students and makes a referral for a comprehensive psycho-educational evaluation if progress is not being made in a timely manner. NWEA-Map and Study Island are used as benchmark assessments in grades 3-8 and Study Island in grades 9-12. This data, in addition to classroom assessment information, is used to determine whether a student is responding appropriately to academic and behavioral interventions. Again, if students at this level are not making adequate progress, then the student is referred for a psycho-educational evaluation. When a student is referred for special education testing, a Permission to Evaluate or Reevaluate is then sent to the parents. Once the Permission to Evaluate is signed by the parent, a multi-disciplinary team evaluation is conducted. Information from the parents, regular education teacher(s), the Title 1

teachers(s), and any other pertinent staff is collected in addition to the scores obtained from the individual psycho-educational assessments. A determination is then made by the team as to whether the student is a student with a disability and needs specially designed instruction.

## ***Enrollment***

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The North East School District shows an overall identification percentage of 13.5% during the 17-18 school year, which is just over 3% lower than the State average.

One disability category shows a significant dis-proportionality being greater than 10 percent over the state average, and that is Autism. The state average for Autism is 11% while the North East School District is 22.8%. The percent of students in the District with Autism has steadily climbed over the past five years. The District recognized this trend and as a result now has two Autism Support classrooms at the elementary level. The North East School District also accepts students with Autism from neighboring school districts when that district does not have a comparable Autistic Support program, or that district's program is at capacity. The North East School District has purchased an additional screening tool for assessing students thought to be Autistic. This tool is used as part of the psycho-educational evaluation process when the team feels there is a possible Autism diagnosis. The North East School District also contracts with the North West Tri-County Intermediate Unit for BSC hours. This individual participates in monthly clinical support team meetings with our Autistic Support classroom teachers and assists with the implementation of functional behavior assessments and positive behavior support plans. This individual also participates in the observations and data collection of those students thought to be Autistic, to assist the school based team with its evaluation.

## ***Non-Resident Students Oversight***

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1. The North East School District is not a host district. However, if the North East School District was a host district it would be responsible for the education of the students enrolled/placed in this program. In accordance with the Basic Education Circular Section 13-1306, NESD would contract

with an appropriate agency to provide the educational services for these students. The North East School District would then be responsible for seeking advice from the resident school district with respect to each individual student, and keeping the resident school district informed of its plans to educate each student.

2. The North East School District would meet regularly with the supervisors of the agency providing the education to students in order to ensure that students' needs are being met and that they are receiving FAPE. The Individualized Education Plan Team would discuss each student and their programming at the IEP Review, Annual IEP meeting, or at anytime a member of the team would request a meeting. The home district would also be contacted to participate in meetings and provide input as the IEP is developed. The discussion would always include what supplementary aids and services could be provided to enable the student(s) to remain in the Least Restrictive Environment (LRE) before moving to a more restrictive setting. Any training that may need to be provided to personnel would be provided through partnerships with the educating agency, PaTTAN, IU#5, and/or other agencies available to meet the training needs of the appropriate personnel.
3. Currently, there are no foreseeable barriers or problems.

### *Incarcerated Students Oversight*

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

There are currently no facilities for incarcerated students in our LEA. The North East School District has an understanding with the Northwest Tri-County Intermediate Unit (IU 5) and the School District of the City of Erie to be kept informed of any locally incarcerated special education students. This is formally documented through a 4605 form. Historically, when the North East School District has had students incarcerated, the School District of the City of Erie or the Intermediate Unit provides the educational services required for the students. The North East School District continues to participate in the development of the ER/RR and IEP and is included in all discharge meetings prior to the student's return to the North East School District.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based

training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The North East School District is dedicated to providing our students with a placement in the least restrictive environment. However, to meet all students' needs, the District has access to a full continuum of programs and services. The majority of special education students receive services in their home school with varying levels of support. If the IEP team determines that a student's needs cannot be met in the home school, the District can provide appropriate programs or services to their students in neighboring school districts. If a student's needs cannot be met within the public schools, the district can utilize alternative education placements, a partial hospitalization program, or an approved private school placement. The North East School District is committed to placing students in their least restrictive environment and providing supplementary aides to ensure success.

In order to achieve a free and appropriate public education in the least restrictive environment, the IEP team begins by reviewing the questions regarding supplementary aides and services and then carefully determines the services needed to meet the student's needs.

The North East School District utilizes the following process in order to provide appropriate services along the special education placement continuum:

- The IEP team makes the decision regarding placement with input from all professional staff, outside agencies as necessary, and the parents/guardians of the student.
- The student's needs are discussed at length before placement options are considered.
- When determining placement options the IEP team always begins with options that include the regular education setting.
- When considering placement options outside of the regular education setting, the IEP team considers supplementary aides and services that may be beneficial for services to be delivered in the regular and special education setting.
- Placement decisions are always made in the best educational interest of the individual student.
- While the IEP focuses on maintaining a program as close as possible to the regular education setting, the teams realizes that the regular education setting is not always the least restrictive environment. The IEP team makes attempts in curricular and extra-curricular settings to maintain activities appropriate for the student in a setting that is as inclusionary as possible.

2. The District is using the following practices to ensure maximum integration for our special education students:

- Utilizing a co-teaching model at the Elementary, Middle School and High School level to support educational placements in the least restrictive environment.

- Budgeting funds to support co-teaching and co-planning.
- Outside agency staff contracted by the North East School District to support the inclusive practices within the District.
- The District collaborates with staff from the IU and other districts to institute and maintain practices in support of the least restrictive environment.
- The use of flexible grouping in reading and math at the elementary and middle school level
- The District utilizes departmental meetings and grade level meetings to support instructional needs.
- Teachers utilize alternative assessments as deemed appropriate by the IEP team.

The North East School District has worked to develop a fully inclusive model for our special education students in the North East Intermediate, Middle and High School. Students in grades 3-12 work with regular and special education teachers in co-taught classes. This inclusion model has followed the Marilyn Friend model of co-teaching.

The North East School District utilizes PATTAN and the local IU's training sessions to enhance our current supports and services offered to special education students. Special education staff realize the importance of educating our students and having them access the general education curriculum. District trainings have focused on developing instructional strategies for students in the general education setting.

Depending on district needs or PDE sponsored initiatives the district utilizes a train-the-trainer model to ensure that students with disabilities have access to the general education curriculum in their least restrictive environment.

The District has opened a second Autistic Support classroom as well as a Life Skills Classroom in order to increase its capacity to support students with low incidence disabilities in their neighborhood school.

Davis Primary is currently in its first year of implementation with the Beyond Dyslexia Grant. This initiative is being implemented as a tier one, two and three level of support. The focus of the first year is consistent instruction in phonological awareness for 10-12 minutes a day as part of the core reading program for grades K-2. The second year will consist of the implementation of a 30 minute core phonics lesson daily, also in grades K-2. Not only are teachers being instructed on the framework of early literacy skills for student acquisition, but they are also being trained on research based instructional strategies for the delivery of these skills.

3. During the 17-18 school year, the North East School District was aligned with the state average with regards to students being serviced in the regular education setting 80% or more of their day. NESD serviced 62.5% of their students at this level while the state average was at 62%. NESD services only 5.8% of our students inside the regular education classroom less than 40% of the time while the state average is at 9.3%. In regards to students placed in other special education settings, 5.4% of our students are represented in this setting while the state is 4.9%. These students are typically those that require an approved private school setting, either based on emotional or

developmental needs that far outweigh the capacity of the school based program despite using a number of supplementary aids and services.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

1. North East School District recognizes that learning occurs within an environment that is conducive to learning. Establishing an optimal learning environment not only relies on instructional planning, but it also relies on effectively managing the learning environment. In order to effectively manage the learning environment it is necessary to plan for interventions for student behavior. The North East School District believes that behavioral interventions for students receiving special education services need to be positively based, as minimally intrusive as possible, focused on teaching students appropriate behaviors, and always respectful of the student's human dignity. The North East School District's policy 5151.4 Behavior Support, outlines the use of positive behavior support.

The policy's purpose and authority is stated as follows:

*Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.*

*The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques have shown to be unsuccessful. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.*

The policy's delegation of responsibilities and guidelines state the following:

*The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations. The Superintendent or designee shall develop administrative procedures to implement this policy. The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. The Superintendent or designee shall maintain and*



*report data on the use of restraints, as required by PDE. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools. Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.*

2. Staff training and positive behavioral support takes place on several different levels, specifically:

- The school district continues to maintain a behavioral health counselor to work with our students and staff as part of our behavioral health support system. The counselor sits on our building level SAP (Student Assistance Program) teams as well as our case management teams where behavioral concerns and interventions are discussed with building teams. Students meet with the counselor and if additional supports are necessary the student may be referred to outside community agencies who may work with the student in the school as well as home setting.
- Special education staff are trained via staff meetings and on an individual basis on the following:
  - How to address behavioral concerns via goals established in the student's IEP or positive behavioral support plan.
  - The use of positive rather than negative measures in designing interventions.
  - The use of the least restrictive behavior supports necessary to maintain an appropriate change in behavior.
  - How to identify appropriate replacement behavior.
  - How to provide instruction in task and/or work-related behaviors which lead to increased academic growth and post-secondary school opportunity.
  - How to use research or evidence-based procedures which can be faded - normalizing consequences to a level and type, found in the community.
  - How to use components of the District's discipline policy as appropriate.
  - How to collaborate with all appropriate staff and parent (guardians) as part of the IEP team process, when making decisions regarding change in placement.
- The District has invested in two certified Handle with Care trainers over the last several years.
- The District's commitment to offering staff certification and recertification on a timely basis is paramount for student success.

- The premise of the HWC training is to provide prevention strategies, positive supports, and verbal de-escalation where necessary.
- The District certifies administrators, teachers, paraprofessionals, bus drivers and aides in our transportation department.
- The verbal deescalation training component is embedded in the Handle With Care training sessions that staff receive. Trainers model the verbal deescalation techniques and then have the staff being trained practice these techniques.
- The District has invested in two certified Ukeru trainers during the 18-19 school year due to the increase in size and behavior of a particular student. Ukeru offers deescalation techniques as well as blocking techniques that permits staff to keep the student as well as themselves safe without having to use restraint techniques. The implementation of Ukeru has given staff another tool to assist with the deescalation of students prior to having to move to a restraint.

3. The District has contracted with an outside agency to develop a refocus room for the elementary building to support students behaviorally in the general education setting.

The District has increased our behavior contract hours with the IU in order to support our students identified as having behaviors that impede their learning or the learning of others.

During the 18-19 school year the K-2 Autistic Support classroom saw an influx of six kindergarten students. Given the severity of these students' communication and behavior needs, the District contracted with an outside agency to have 20 hours of BSC per week focused on our two Autistic Support classrooms.

The District has employed a Student Assistance Liaison who currently services the middle and high school for a total of four days per week.

The District has a contract with an agency to provide out-patient services within the school setting. The amount of support increases with the needs of the student population. As part of this contract, there is a set of funds paid for by the district to support students whose families have limited financial means.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. The District utilizes a framework of support systems both in the District as well as through agencies and neighboring districts in order to ensure FAPE for all students.

The District assesses its continuum of services on an annual basis in order to determine if there are any gaps in the services we are providing for our students either directly or indirectly.

The district does not currently have difficulty ensuring FAPE for a particular disability category. All children with special needs are in appropriate placements at this time. Children with dual diagnoses of Autism and emotional disturbance continue to be a challenge for our district. To ensure these students' needs are met, we provide ongoing training to our special education teachers on how to utilize information from an FBA to develop a positive behavior support plan. We are also currently working with the Autism Society of Northwestern Pennsylvania to determine and then potentially purchase an appropriate social skills curriculum for students at varying degrees of social/emotional development. The District does not currently have any emotional support classrooms on our campus due to the relatively low numbers of ES students in our population, however, just this year, we have contracted with an outside agency to staff a refocus room at the elementary level. The soul purpose of this room is to support students who are struggling behaviorally and who may or may not have been identified as eligible for special education services. We also house two autistic classrooms at the elementary level and just opened a Life Skills Classroom at this level as well.

2. The North East School District continues to coordinate with outside agencies to provide appropriate services to students. We firmly believe that successful educational programs are rooted in collaboration among families and services providers.

The North East School District also partners with local agencies and providers such as The Barber National Institute and Sarah Reed Children's Center. Both provide a 15 day Acute Partial Hospitalization Program. Sarah Reed Children's Center (SARCC) provides a partial hospitalization program for students with emotional support services beyond that which the North East School District can provide. The North East School District also works with the Barber National Institute, a local Approved Private School, as a placement option for individuals with intellectual disabilities, multiple disabilities, and individuals with autism. We partner with Community Country Day School for students that have emotional and behavioral issues as they are an approved private school option for emotional support. The North East School District has recently began using our cyber program for students with anxiety and school avoidance issues. Students on cyber alone tend to struggle with pacing and understanding content. The District therefore offers tutoring hours as well for students so they have the opportunity to continue to develop a rapport with a district staff member, while receiving access to the general education curriculum from their home. Through coordination with their mental health therapists, physicians, family and IEP team, as well as the creation of a hybrid school program, we slowly work on transitioning them back to a school building as their health permits. The North East School District continues to utilize inter-agency collaboration to improve our program's capacity. The District utilizes the IU and other resources as necessary when situations arise where the provision of FAPE is difficult to provide. While the LEA has only two students on instruction in the home, we collaborate with local IU physical therapy, occupational therapy, and assistive technology providers to ensure FAPE for each of these students. The LEA also utilizes the services of the hearing impairment and visual impairment IU staff to provide for children with special needs. The North East School District has established a monthly CST (Clinical Support Team) at the elementary level to creatively plan for and monitor the needs of the elementary autistic population. The team utilizes the services of a psychiatrist as necessary, as well as local agency behavioral specialists, to coordinate services received by our students with

Autism. We also work closely with the local partial-hospitalization program when a student's needs raise to their level of service. We participate in JPT and ISPT review meetings and offer suggestions for student interventions. The district also has a partnership with the Achievement Center to provide year- round, on-site out-patient mental health counseling for students.

3. In the future, we are looking at increasing our SAP hours at the high school as well as adding a SAP liason at the elementary school. The offering of an Emotional Support Program at any and all of the three levels is also an ongoing consideration, as is the expansion of the AS programs into the middle school level and/or the expansion of the Life SKills programs into the High School Level. The District will continue to review, assess, and evaluate it's placement and identification data prior to making any final decisions in these areas.

### *Strengths and Highlights*

«SpecEducationStrengthsAndHighlights»

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Harborcreek Junior/Senior High School	Neighboring School Districts	Autistic	2
Seneca High School	Neighboring School Districts	Autistic	2
Seneca Junior/Senior High School	Neighboring School Districts	Life Skills	4
Sarah Reed Partial Hospitalization	Other	Partial Hospitalization	1
Career Alternative Education Program	Other	Alternative Education	2
Elizabeth Lee Black School of BNI	Approved Private Schools	Autism	2
Elizabeth Lee Black School of BNI	Approved Private Schools	Life Skills Support	1
Iroquois Jr./Sr. High School	Neighboring School Districts	Life Skills Support	1
Wattsburg Elementary School	Neighboring School Districts	Emotional Support	3
Community Country Day School	Approved Private Schools	Emotional Support	1
Community Country Day School	Other	Partial Hospitalization	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 27, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	2	0.25
Justification: When the IEP team recommends a student placement that is outside the maximum age range, justification is included in the affected students IEP.				
Locations:				
Davis Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	1	0.13

Locations:				
Earl C. Davis Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	5	0.62
Locations:				
Earl C. Davis Primary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 26, 2014

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	15	1
Justification: The IEP team has determined that moving to this program in the Middle school from the elementary school is in the best interest of the child.				
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 27, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	15	0.6
Justification: This position services grades K-2. Students outside the age variance of three years are not serviced together.				
Locations:				
Davis Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	5 to 8	6	0.4

but More Than 20%)				
Justification: This position services grades K-2. Students outside the age variance of three years are not serviced together.				
Locations:				
Davis Primary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #4 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	10	0.5
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	10	0.5
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 27, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	15	0.6
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.4
Locations:				
North East Intermediate	An Elementary	A building in which General		



	School Building	Education programs are operated		
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**Program Position #6 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 16	65	1
Justification: Speech teacher services students in all buildings				
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 27, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	15	0.5
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.5
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 23, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	12 to 14	5	0.25
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	0.75
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #9 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 23, 2015

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	10	0.5
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	10	0.5
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #10 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	15	0.5
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 1, 2017

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	10	0.3
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	11	0.55
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 18	1	0.15
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 27, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.5

Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #13 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 27, 2018

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.5
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #14 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 27, 2015

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	7	0.88
Justification: The IEP team agrees that FAPE can still be provided even though the age range exceeds the guidelines in 14.146.				
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Autistic Support	7 to 11	1	0.12
Justification: The IEP team agrees that FAPE can still be provided even though the age range exceeds the guidelines in 14.146.				
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 28, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	10	0.5
Justification: This program will service a group of students with low incidence disabilities. While students of varying ages will be serviced in the room, they will be educated based on their needs.				
Locations:				
North East Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 11	10	0.5
Justification: This program will service a group of students with low incidence disabilities. While students of varying ages will be serviced in the room, they will be educated based on their needs.				
Locations:				
North East Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 1, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	15	0.75
Locations:				
North East Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	10	0.25
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	North East School District	1
School Psychologist	North East School District	1
Paraprofessionals	Multiple Buildings	13.5
Student Assistance Liason/ Mental Health Support Staff	North East Middle and High School	0.8

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Transition Services Center at the Erie County Tech School Campus	Area Vocational Technical Schools	13.75 Hours
Assistive Technology	Intermediate Unit	1.5 Hours
Behavior Specials Consultant	Outside Contractor	20 Hours
Behavior Specials Consultant	Intermediate Unit	1 Days
Occupational Therapist	Intermediate Unit	2.5 Days
Physical Therapy	Intermediate Unit	1 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>&lt;p&gt;</p> <p>North East School District staff will provide training on understanding the educational, social, emotional, and communicative needs of students with Autism. We will focus on supporting students with Autism in the general education classroom, as well as characteristics associated with Autism Spectrum Disorder, positive behavior support, methods of increasing social interaction and communication, and improving self-management skills. The District will maintain sign-in sheets and agendas as evidence that the action step has been implemented.&lt;/p&gt;</p> <p>&amp;nbsp;</p>
<b>Person Responsible</b>	Mrs. Rebecca Kelley
<b>Start Date</b>	6/10/2019
<b>End Date</b>	6/1/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	60
<b>Provider</b>	To be determined
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This section is optional.
<b>Research &amp; Best Practices Base</b>	This section is optional.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling</p>

	<p>students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation  School Whole Group Presentation  Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  Supt / Ast Supts / CEO / Ex Dir  School counselors  Paraprofessional  Classified Personnel</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Evaluation of the writing and implementation of Individualized Education Plans</p>



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## Behavior Support

<b>Description</b>	The LEA offers Handle With Care and Ukeru training sessions that include the use of de-escalation techniques. Trainers model the verbal de-escalation techniques and then have the staff who are being trained model these techniques. These trainings are documented through the use of sign in sheets.
<b>Person Responsible</b>	Mrs. Rebecca Kelley
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	15
<b>Provider</b>	North East School District staff through agency training
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	not required
<b>Research &amp; Best Practices Base</b>	not required
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	School Whole Group Presentation Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional

	New Staff Other educational specialists Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Joint planning period activities
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity Analysis of reduction in behavioral/alternative education/outside placement referrals

## Paraprofessional

<b>Description</b>	The paraprofessionals will attend seminars and trainings and utilize on line professional development specific to their assignments to complete the mandatory 20 hours per year of professional development as outlined by the state. The trainings are conducted regularly and are ongoing through the year. Evidence of completion of training is provided by a professional development form completed by the paraprofessional, reviewed and signed off on by the special ed supervisor. The special ed secretary also enters each training session on a spreadsheet and tracks all paraprofessionals professional development hours throughout the year.
<b>Person Responsible</b>	Mrs. Rebecca Kelley
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2022
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	60
<b># of Participants Per Session</b>	15
<b>Provider</b>	IU and District, PaTTAN, Webinars

<b>Provider Type</b>	IU, PATTAN, and the school district
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	not required
<b>Research &amp; Best Practices Base</b>	not required
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>
<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity

## Reading

<b>Description</b>	Earl C. Davis is currently involved in the Dyslexia Grant. Regular, special, and Title teachers will all receive ongoing training over the course of following year on teaching phonological awareness and phonics instruction. These trainings will be evidenced through sign-in sheets and agendas.
<b>Person Responsible</b>	Mrs. Rebecca Kelley and Dr. Jenny Ritter
<b>Start Date</b>	11/27/2018
<b>End Date</b>	6/8/2020
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	8
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	10
<b>Provider</b>	TAC Staff at IU and PaTTAN staff in Pittsburgh
<b>Provider Type</b>	The LEA will use a combination of IU TAC and PaTTAN professionals
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Not required.
<b>Research &amp; Best Practices Base</b>	Not required.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	Series of Workshops Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

## Transition

<b>Description</b>	The district is going through an Indicator 13 audit. Results for the initial audit will result in training for special education teachers who casemanage students 14 years and older. Documentation of this training will be gathered through the collection of sign in sheets and agendas.
<b>Person Responsible</b>	Mrs. Rebecca Kelley
<b>Start Date</b>	1/24/2019
<b>End Date</b>	6/30/2020
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	6
<b>Provider</b>	District and IU, PaTTAN
<b>Provider Type</b>	A combination of school district staff, the IU and PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	not required
<b>Research &amp; Best Practices Base</b>	not required
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Other educational specialists</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	Joint planning period activities
<b>Evaluation Methods</b>	Participant survey Review of participant lesson plans Evaluation of transition section in Individualized Education Plans for students of transition age by special education supervisor.

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*



*No signature has been provided*

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*Superintendent/Chief Executive Officer*