

## Profile and Plan Essentials

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|---|--------------|--|
| <b>LEA Name</b>                                   |              | <b>AUN</b>                               |
| North East SD                                     |              | 105258303                                |
| <b>Address 1</b>                                  |              |  |
| 50 E Division St                                  |              |  |
| <b>Address 2</b>                                  |              |  |
|   |              |  |
| <b>City</b>                                       | <b>State</b> | <b>Zip</b>                               |
| North East  | PA           | 16428                                    |
| <b>Director of Special Education Name</b>         |              |  |
| Brienne Hodges                                    |              |  |
| <b>Director of Special Education Email</b>        |              |  |
| bhodges@nesd1.org                                 |              |  |
| <b>Director of Special Education Phone Number</b> |              | <b>Director of Special Education Ext</b> |
| 814-725-8671                                      |              | 3018                                     |
| <b>Chief Administrator Name</b>                   |              |  |
| Dr Michele S Hartzell                             |              |  |
| <b>Chief Administrator Email</b>                  |              |  |
| mhartzell@nesd1.org                               |              |  |

## Special Education Students

**Total Number of Students Receiving Special Education** 248

**School District Total Student Enrollment** 1435

**Percent of Students Receiving Special Education** 17.3

## Steering Committee

| Name               | Position/Role                 | Building          | Email                 |
|--------------------|-------------------------------|-------------------|-----------------------|
| Brianne Hodges     | Director of Special Education | North East SD     | bhodges@nesd1.org     |
| Michele Hartzell   | Superintendent                | North East SD     | mhartzell@nesd1.org   |
| Brian Emick        | Other                         | North East SD     | bemick@nesd1.org      |
| Mackenzie Courtney | Other                         | North East SD     | mcourtney@nesd1.org   |
| Jane Blystone      | Board Member                  | North East SD     | jblystone@nesd1.org   |
| Katelynn Bailey    | Building Principal            | North East El Sch | kbailey@nesd1.org     |
| William Renne      | Building Principal            | North East HS     | wrenne@nesd1.org      |
| Allison Reynolds   | Special Education Teacher     | North East MS     | areynolds@nesd1.org   |
| Tina Williams      | Special Education Teacher     | North East HS     | twilliams@nesd1.org   |
| Lauren Freeman     | General Education Teacher     | North East SD     | lfreeman@nesd1.org    |
| Bridget Jacob      | General Education Teacher     | North East El Sch | bjacob@nesd1.org      |
| Emalie Nagle       | General Education Teacher     | North East HS     | enagle@nesd1.org      |
| Kelli Babo         | Parent                        | North East HS     | kellperr89@aol.com    |
| Keri Nothum        | Parent                        | North East SD     | keri520@icloud.com    |
| Tracy Palazzotto   | Parent                        | North East HS     | tpalazzotto@gmail.com |

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

|   |
|---|
| The North East School District will identify one of the learning support teachers at the high school to serve as transition coordinator. Time will be scheduled into the master schedule for this individual to focus on transition-related activities. This individual will provide oversight into the Project Picker job experience program as well as assist with streamlining transition assessments for the high school.                                 |
| The North East School District will host regular (at least twice annually) family engagement workshops to educate parents and guardians about the transition planning process, available resources, and services.   |
| North East School District will provide ongoing professional development for the special education teachers and related staff on how to develop effective, measurable, and individualized postsecondary goals to improve the quality of transition goals within the IEP and increase alignment with the student's strengths, interests, and preferences.  |
| The North East School District will provide self-advocacy and self-determination training to students to encourage their active participation in transition planning and IEP meetings. This training will be integrated into the classroom curriculum and practiced annually during IEP preparation with the aim of students taking an active role in their transition planning and assisting in the development of skills critical for success in adulthood. |
| The North East School District will establish a standardized process for conducting age-appropriate transition assessments, ensuring they are completed for all students aged 14+ and utilize the data from the assessments to guide transition services and postsecondary goals.   |

## Graduation (Indicator 1)

|   |
|---|
| <b>Improvement and Planning Activity</b>  |
| The North East School District will implement a system for identifying students with disabilities at risk of dropping out as early as middle school utilizing attendance, grade, and behavior data. This system will aim to provide proactive interventions in order to reduce dropout risk and increase graduation rates.  |
| The North East School District will provide targeted instruction and/or activities in the areas of job readiness, career exploration, and work-based learning in order to keep students engaged and motivated to graduate. Graduation pathways will be a focus of the IEP conversation starting in 9th grade, with the aim of every student having an identified pathway by the end of their Junior year. |
| The North East School District will create a system to monitor graduation data for students with disabilities, disaggregated by disability category, gender, and other factors. This data will be used during quarterly data reviews to identify trends and inform decision-making.   |

## Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

| Improvement and Planning Activity   |
|---|
| The learning support staff at North East Middle School have begun the implementation of Third Quest intervention curriculum to assist students with reading difficulties on basic reading skills with the aim of increasing student proficiency in reading. |
| The North East School District is in the midst of investigating K-5 ELA curriculum aligned to the science of reading. Intervention components will be determined based on what is/is not available within the chosen curriculum.                            |
| The North East School District is utilizing the ATLAS platform to map out K-12 curriculum and assess areas of strength and weakness within the general education curriculum to assist special education teachers with modifications/adaptations.            |

### Education Environments (Indicator 5)

| Improvement and Planning Activity  |
|--|
| The North East School District will maintain a document listing the students who are in the regular education classroom under 40% of the day. This document will be updated and reviewed at least twice during the school year and once over the summer, with individual recommendations made based on student-specific characteristics and educational environment factors.   |
| The North East School District will provide additional training to teachers involved in co-teaching to ensure that effective practices are being implemented. Additionally, the District will continue to investigate additional courses that may be able to transition to a co-taught model and provide the training or support needed for those co-teaching teams.   |
| Teachers of low-incidence disability categories will meet at least twice annually to discuss opportunities for inclusion for their students. This includes, but is not limited to pairing with homeroom teachers to provide all students with a homeroom period daily, scheduling students to attend specials with their peers and providing aide support as necessary, coordinating lunch schedules for students to participate with regular education peers, coordinating field trips, and reviewing the curriculum to determine areas for potential modification and inclusion. |

## Parent Involvement (Indicator 8)

**Indicator not flagged at this time.**

## Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

## Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

## Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

## Mediation (Indicator 16)

**Indicator not flagged at this time.**



School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.



Identification Method

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

Discrepancy Model

|               |     |               |     |                  |
|---------------|-----|---------------|-----|------------------|
| Building Name | AUN | Branch Number | RTI | Approved RTI Use |
|---------------|-----|---------------|-----|------------------|

## Non-Resident Students Oversight

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

No

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

The North East School District is not currently a host district for a 1306 facility. However, if the district were to serve as a host, it would ensure that students with disabilities placed in the facility receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). In collaboration with the resident school district, the North East School District would facilitate the enrollment of new students and secure their educational records within one business day of placement. The administration would issue a PDE 4605 form to notify the resident district of the student's placement. Upon enrollment, ongoing communication between the NESD and the resident or placement district would commence. North East School District would maintain frequent communication with the facility to monitor student progress and ensure appropriate services are provided. If a student is not making adequate progress, the district would partner with the resident district to collect data, conduct necessary assessments, and complete a timely evaluation. For students qualifying for special education, North East would work with the resident district to convene an IEP team meeting to determine the most appropriate placement in the least restrictive environment. The district would ensure supplementary aids and services are provided to meet the student's individual needs, including considering the option for the student to attend the public school. North East School District would actively monitor the implementation of special education plans by requesting regular consultation updates on students from the facility. The district would ensure all services are delivered by certified special education teachers and that all progress reports are provided as required. The district would participate in ongoing child-find activities to identify students in need of special education services. A surrogate parent would be appointed if necessary to represent the student's educational interests. Regular contact would be maintained with the facility to verify compliance with IDEA and Pennsylvania regulations. Through these procedures, the North East School District would ensure that all students in the 1306 facility are educated in the least restrictive environment while meeting their individual needs.

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

The North East School District has established procedures for communicating with 1306 facilities and ensuring a successful transition back to school for students with disabilities. The district maintains regular communication with the 1306 facility and the student's resident school district through phone, email, and participation in meetings regarding the student's academic and behavioral needs. During the student's placement, the district ensures open communication with the facility's education team to monitor progress and address any concerns. As the student nears discharge, the district collaborates with the 1306 facility's supervisors, education staff, and treatment team to create a comprehensive transition plan. Transition planning includes conducting planning meetings to ensure alignment of IEP supports and goals with the student's prior programming, offering school tours and introductory meetings with staff to build rapport and familiarize the student with the new environment, providing a special education evaluation, if needed, based on observed concerns during the placement, and creating a modified schedule, if necessary, to help the student gradually adjust to the school environment while continuing to receive appropriate services. Upon the student's return to school, the district assigns a special education-certified case manager to coordinate and deliver services as outlined in the IEP. The district conducts frequent check-ins with the student to monitor their adjustment and ensure that the programming and supports are effective. The IEP team meets regularly to review the student's progress, address concerns, and adjust the plan as needed.

The district continues open communication with the student's parent or guardian to ensure a collaborative approach to supporting the student's needs. Through these procedures, the North East School District ensures that students placed in 1306 facilities are supported throughout their placement and transition, allowing for a seamless reintegration into the least restrictive environment.

## Incarcerated Students Oversight

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

No

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

The North East School District has procedures in place to ensure that incarcerated students who may be eligible for special education services are located, identified, evaluated, and provided a free appropriate public education (FAPE) in compliance with IDEA and Chapter 14. While there are currently no facilities for incarcerated students within the district's boundaries, the following oversight system would be implemented to ensure all students who may be eligible for special education are located, identified, evaluated, and when deemed eligible are offered a free appropriate public education. The district collaborates with the facility housing incarcerated students to conduct child find activities, ensuring that all students who may require special education services are identified. North East School District uses available student records, communication with families, and screenings at the facility to locate students who may need evaluations or reevaluations. The district works with the facility to provide access to assessments, as needed, to determine eligibility for special education services. When a student is identified as potentially eligible, the district ensures a timely evaluation or reevaluation is conducted in accordance with IDEA and Chapter 14 timelines. Evaluation procedures include collaboration with the facility staff to gather input and access records, ensuring all necessary data is collected to determine eligibility and develop appropriate services. Once a student is deemed eligible, the North East School District participates in the IEP process to develop a program that meets the student's unique needs. A representative from the district ensures that the IEP aligns with IDEA requirements and that the student receives the necessary supports, accommodations, and services. The district collaborates with the facility to ensure timely implementation of the IEP and access to certified special education teachers and related service providers. Regular meetings are held between the North East School District and the facility's agency supervisors or staff to monitor student progress and ensure compliance with IDEA. Communication channels are established with the school district of residence to share necessary information, including updates on the student's educational progress, evaluations, and IEP implementation. The North East School District monitors the provision of services through regular consultation with facility staff, review of progress reports, and participation in IEP reviews. The district works to address any gaps in services or noncompliance immediately to ensure that the student's educational rights are upheld. Through this system of oversight, the North East School District ensures that all incarcerated students eligible for special education are located, identified, evaluated, and provided with the services they need to succeed academically and socially.

## Least Restrictive Environment

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

Providing students with opportunities to participate in the least restrictive environment (LRE) is a core priority for the North East School District. The District is committed to including students with disabilities in the regular education classroom with their nondisabled peers to the maximum extent appropriate, as outlined in the Individuals with Disabilities Education Act (IDEA). The district consistently evaluates its practices and placement decisions to ensure students are educated in environments that support both their academic and social-emotional growth. The district achieved all SPP/APR targets for LRE during the 2020-2021 school year, demonstrating a strong commitment to inclusive practices. However, the district has not met the target for "Special Education Inside the Regular Education Class Less than 40%" in the 21-22 and 22-23 school years. In 2021-2022, 10% of NESD special education students fell into this category, exceeding the SPP/APR target of 9.6%. In 2022-2023, this percentage increased slightly to 10.8%, representing one additional student based on the district's enrollment data. This category has been highlighted as an area for targeted strategy implementation in order to reverse this trend.

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

The North East School District is committed to providing all students with a learning environment that supports their academic and social-emotional growth. In alignment with our dedication to Least Restrictive Environment (LRE) principles, the district ensures access to a full continuum of programs and services designed to meet diverse student needs. The district employs a proactive, data-driven approach to identifying and supporting students in need of accommodations. Building-level teams conduct regular data reviews to monitor student progress using multiple assessments, including CDT scores, PSSA scores, Acadience data, Study Island, IXL, Reflex, and grade reports. These reviews help determine which students may require additional academic supports or formal accommodations. Universal supports include the use of differentiated instruction, flexible grouping, and universally designed learning experiences that support all students. Students identified as needing additional academic intervention may receive more targeted instruction facilitated by support staff or during tutorial periods. Students who continue to show difficulty despite interventions may receive more targeted and individualized interventions based on multiple pieces of data. The K-5 building is currently working with PaTTAN to further develop a solid MTSS program, providing a solid foundation for our youngest learners. The focus of this program is to provide a comprehensive tier 1 curriculum for all students. These concepts and practices are shared with the district administration and staff to ensure these ideas are carried on beyond the elementary school. This process is ongoing and aims to help provide interventions to students before special education identification is considered. All students who participate in on-campus instructional settings participate in the district's social-emotional curriculum. The district utilizes rethinkEd as a K-12 social-emotional learning curriculum resource. The district has also implemented the "Road to Gold" curriculum, which is an in-house developed curriculum that incorporates social-emotional and college and career readiness standards. Each building in the district recognizes students exhibiting the target traits monthly. North East is equipped with school counselors within each building who are available for students if needed. The district also has several individuals who work with students with social/emotional needs. Our Social Emotional Learning Specialist works with the teachers to aid in the implementation of the district-wide curriculum. Additionally, she is a licensed social worker and provides small group and individualized counseling for students as needed. Our Student and Family Relationship Specialist assists with our In-School Suspension program as well as providing small group targeted social skills lessons for students in need.

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

The majority of students with disabilities in the North East School District receive their education in their home school with varying levels of support. The district continues to expand and refine programs to meet the diverse needs of students while ensuring they have access to the general education

curriculum. Recent programmatic expansions include a middle school emotional support program, a secondary-level autistic support program, and expanded life skills offerings for secondary students. These programs are designed to provide individualized support while maintaining a focus on inclusion and meaningful participation in the general education curriculum. The IEP team process is central to determining the most appropriate supports and services for each student. Teams consider multiple sources of data, including input from educators, specialists, parents/guardians, and outside agencies. Placement decisions prioritize the least restrictive environment (LRE), with supplementary aids and services implemented in the general education setting whenever possible before considering more restrictive placements. When necessary, the district provides programming through collaborative agreements with neighboring districts, approved private schools, and specialized settings to meet the needs of students requiring more intensive support. To ensure meaningful participation, North East School District has developed an inclusive instructional model that incorporates evidence-based practices that include many components. Co-taught classrooms in grades 3-12 offer opportunities for special education and general education teachers and students to collaborate. Interventions utilized in all settings are targeted and utilize explicit direct instruction, scaffolded supports, and multi-sensory instructional strategies to accommodate diverse learning needs. Assistive technology, adapted materials, and flexible grouping strategies are utilized to help increase and enhance access to grade-level content. To further promote inclusive practices, the district offers ongoing professional development through partnerships with PaTTAN, IU5, and external training providers. A train-the-trainer model ensures staff receive updated training on instructional strategies, behavior management, and specialized interventions. Additionally, professional learning communities (PLCs) and instructional coaching are utilized to support staff in implementing best practices effectively. Since the consolidation of the Davis Primary and North East Intermediate Schools, North East Elementary has been developing a robust MTSS framework in collaboration with PaTTAN and IU5. Currently, this initiative has included the development and training of K-5 core MTSS team. Universal screening measures have been implemented to help gather data for all students in K-5. Common planning and data review meetings have been implemented to help ensure the continuous evaluation of student progress and timely intervention adjustments. Next steps include the adjustment of the master schedule to better accommodate these efforts and the ongoing development of tiered interventions. Additionally, the team is continuing to evaluate the data and make curricular decisions. Our low-incidence programs continually work to integrate into the general education setting as much as possible. Students at the elementary school participate through morning meetings, specials periods, and social opportunities such as lunch, recess, and school assemblies. In the secondary grades, students in low-incidence programs assist in school-wide activities, help run the PBIS store at the Middle School, and participate in regular community-based learning experiences. Our high school students in the low-incidence programs participate in grade-level appropriate electives, work-based learning opportunities through the district's Project Picker work program in collaboration with OVR, and additional community-based instruction to help enhance post-secondary readiness.

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

The North East School District is committed to ensuring that students with disabilities have equal access to extracurricular activities and can meaningfully participate alongside their non-disabled peers. The district provides a variety of supplementary aids and services to support students in extracurricular programs, including sports, clubs, music, theater, and special interest groups. Participation in extracurricular activities is explicitly discussed during IEP meetings, where teams consider a student's interests, strengths, and any necessary supports or accommodations to facilitate meaningful participation. The district ensures that students are provided individualized supports as needed such as paraprofessional support for guidance and assistance, assistive technology, modified equipment or adapted materials, and flexible scheduling and transportation assistance to accommodate participation needs. The district has taken active steps to increase accessibility and expand inclusive extracurricular programming. The district has established a Unified Bocce team in collaboration with the Special Olympics that allows secondary-aged students with and without disabilities to compete together. The district is looking to expand upon this program and offer activities for younger students. The district also promotes inclusive participation of students in clubs, music programs,

theater productions, and the recently formed e-sports team. Participation in school-sponsored field trips, assemblies, and after-school activities is encouraged, with additional support provided as needed. If a student expresses interest in an activity that is not currently available in the school setting, the district provides information and connections to community-based programs that align with the student's interests. The district is continuously exploring and developing opportunities for students with disabilities to participate in athletics, clubs, and enrichment programs. We actively seek feedback from students, families, and staff to identify barriers and implement solutions that promote full participation in extracurricular activities.

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

The North East School District is committed to ensuring that students with disabilities are educated in the least restrictive environment (LRE) to the maximum extent appropriate. When a private placement is determined necessary by an IEP team, the district works closely with the private institution to ensure that students have access to educational experiences with non-disabled peers and can participate in district-led extracurricular activities. The IEP team meets with private school staff before placement to ensure that the student's IEP is implemented with fidelity and that opportunities for interaction with non-disabled peers are maximized. The district maintains regular communication with private institutions, conducting quarterly check-ins to monitor student progress, address concerns, and review the implementation of inclusive opportunities. If a student's needs or circumstances change, the IEP team reconvenes to assess whether additional support or a transition back to the district may be appropriate. Students placed in private institutions remain connected to the North East School District and are encouraged to participate in extracurricular activities. Students are kept on district mailing lists, student communication platforms, and receive activity notifications to ensure awareness of available opportunities. If they are interested, students are provided the opportunity to participate in district-sponsored sports, clubs, music programs, and events. If a student wishes to participate in a district-led extracurricular activity, the IEP team discusses and determines any necessary accommodations or supports that may be required for meaningful participation.

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

The North East School District is committed to building capacity and expanding services to ensure that students with disabilities can receive the necessary supports within the district, reducing the need for out-of-district placements. The district continuously assesses student needs and develops programs to provide a comprehensive continuum of services from early intervention through transition into adulthood. In the past several years, the district has developed in-district secondary-level autistic support and life skills programming, ensuring students can remain in district until the age of 18. Upon turning 18, students work with the transition coordinator and their IEP team to determine whether to continue in-district programming or transition to a more specialized, community-based program. The district has also expanded emotional support services through 8th grade, providing students with structured behavioral and emotional support in their home schools. At the high school level, students receive support within the learning support program, though ongoing discussions continue regarding expanding direct emotional support services at the secondary level. To further support students as they prepare for adulthood, the district has assigned a dedicated transition coordinator, who oversees Project Picker, a work experience initiative in collaboration with the Office of Vocational Rehabilitation (OVR). This program allows students to gain valuable employment experience by working in district-operated roles, helping them build independent living and career-readiness skills. The district also continues to build partnerships with local businesses, community organizations, and vocational training programs to provide additional job training and internship opportunities. Recognizing the importance of community collaboration, North East School District has taken significant steps to provide additional services within the school setting. The district has partnered with the Achievement Center to establish a medication management clinic housed within the district and offered every other week. This program has helped to ensure that all students have access to essential mental health services without transportation barriers. Additionally, the district is planning several

community engagement activities to help connect our families with outside resources related to secondary transition and mental health. Future plans for the district relate to the expansion of programs related to emotional support, transition, and low-incidence disabilities. The district is actively investigating ways to further support students with emotional support needs at the high school level. The district is also working to enhance transition planning services, including developing more work-based learning experiences and incorporating independent living skills training for students nearing graduation. The district is also looking to increase inclusion opportunities for students in low-incidence disability programs, including greater integration into general education courses, extracurricular activities, and community-based instruction. Through these efforts, the North East School District is dedicated to continuously improving special education programming, ensuring that students receive high-quality, individualized support within their home district while fostering successful post-secondary outcomes.

#### Out of District Placements

| Facility Name                              | Facility Type             | Other                       | Operated By                    | Service Type        | Number of Students Placed |
|--|---------------------------|-----------------------------|--------------------------------|---------------------|---------------------------|
| Iroquois Jr./Sr. High School               | Other                     | Neighboring School District | Iroquois School District       | Life Skills Support | 1                         |
| Virtual High School Life Skills Consortium | Other                     | IU Run Classroom            | Tri-County Intermediate Unit 5 | Life Skills Support | 2                         |
| Community Country Day School               | Licensed Private Academic |                             | Privately Operated             | Emotional Support   | 1                         |
| Seneca High School                         | Other                     | Neighboring School District | Wattsburg Area School District | Life Skills Support | 1                         |
| Seneca High School                         | Other                     | IU Run Classroom            | Tri-County Intermediate Unit 5 | Autistic Support    | 2                         |





## Positive Behavior Support

### Date of Approval

2021-04-22

### Uploaded Files

Behavior Support Policy.pdf

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

The North East School District recognizes that learning occurs within an environment conducive to growth and achievement. Establishing such an environment requires a balanced approach that includes instructional planning, behavioral support, and addressing the emotional and social needs of students with disabilities. The district employs a tiered approach to supporting the emotional and social needs of students with disabilities. Universal supports include a variety of school-wide positive behavior systems tailored to students' developmental levels. These systems foster a positive school climate through recognition programs, tangible and intangible reinforcers, field trips, assemblies, and verbal encouragement. For students whose behaviors interfere with learning or the learning of others, more targeted supports are provided. Individualized behavior plans are developed based on functional behavior assessments (FBAs), ensuring that interventions are data-driven, minimally intrusive, and respectful of student dignity. IEP teams collaborate to identify specific needs, set behavioral goals, and implement evidence-based strategies. For students with significant emotional and social needs, the district offers an Emotional Support program for grades K-8. This program provides flexible levels of support (itinerant to supplemental) based on each student's needs. The program emphasizes social skills instruction and integrates positive behavior management techniques to help students succeed in the general education environment to the maximum extent possible. In addition to the Emotional Support program, the district employs specialized staff, including a Social and Emotional Learning Specialist and a Student and Family Relationship Specialist. These professionals offer individualized and small-group interventions addressing issues such as anxiety, anger management, and grief. They also provide behavior consultation and individual counseling as needed. Both specialists are active members of the SAP (Student Assistance Program) teams and play a critical role in connecting families with community-based resources. For high school students, a SAP counselor provides targeted emotional and mental health support for identified students. Additional supports are provided by the school counselors and/or special education staff on an individualized basis based on student need. The district monitors the effectiveness of these supports through behavioral data, teacher input, and family feedback, ensuring that programs evolve to meet student needs. Through this comprehensive, proactive approach, the North East School District remains committed to fostering the emotional and social well-being of students with disabilities.

#### 2. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.**

The North East School District provides comprehensive training to staff on positive behavior supports, de-escalation techniques, and responses to behaviors that may require immediate intervention. The training is designed to equip all staff working with students with disabilities with the knowledge and skills necessary to create a safe and supportive learning environment. All staff who may work with students with emotional support needs, receive training through staff meetings, professional development sessions, and individualized coaching. Training topics include: Identifying target behaviors and

appropriate replacement behaviors, writing and/or addressing behavioral goals in IEPs, implementing positive behavior interventions and the least restrictive behavior supports, evidence-based strategies for addressing negative behaviors, including disorder-specific methods, collaboration with families, outside agencies, and team members, and understanding the district's discipline policies and supporting on-task behaviors. The district has two certified Ukeru trainers and two certified Handle With Care trainers to provide staff with specialized training. The Ukeru program focuses on non-restrictive techniques, such as de-escalation and blocking, to ensure the safety of both staff and students without the use of physical restraint. Ukeru training sessions allow staff to learn and practice these techniques. Ukeru pads are available in all three Autistic Support classrooms, the Emotional Support classroom, on specialized district transportation, and in additional classrooms as needed. Handle With Care emphasizes prevention, positive behavior supports, verbal de-escalation, and physical intervention as a last resort. Handle With Care training or recertification is provided to all individuals working with students who may exhibit challenging behaviors. While both programs are available, the district prioritizes the use of Ukeru techniques, ensuring physical restraint is only used when all other options have been unsuccessful. Training for both Handle with Care and Ukeru is offered regularly to make sure that individuals working with students with behaviors can receive training at least annually. One-on-one training is offered as needed to address specific student needs or reinforce key concepts. Special education staff meet regularly with the Director of Special Education to receive additional training and discuss specific student concerns. These sessions include updates on discipline policies and regulations related to students with special education needs, as well as opportunities to collaborate on solutions for challenging behaviors. Weekly emails are sent to special education staff and school administration to ensure that the latest and most up-to-date information is easily accessed by those who need it.

**3. Describe the district positive school wide support programs.**

North East School District is committed to fostering a positive, inclusive, and supportive learning environment for all students. The district has implemented comprehensive, school-wide support programs that address students' social-emotional, behavioral, and academic needs through multi-tiered systems of support (MTSS), social-emotional learning initiatives, and positive behavior reinforcement programs. The district has developed the Road to Gold curriculum, which integrates social-emotional instruction, college and career readiness skills, and the county-wide Portrait of a Graduate framework. Each month, students focus on key competencies such as empathy, resilience, cooperation, and problem-solving. Teachers provide instruction and activities related to these skills, and students demonstrating excellence in these areas are nominated and recognized by staff. Each school building within the district implements positive behavior interventions and supports to establish clear behavioral expectations, encourage positive actions, and recognize students for demonstrating appropriate behaviors. At North East Elementary School, students are reinforced for positive behaviors by recognition as a "sunshine spreader." These students are nominated by staff and recognized through the daily announcements and on the TVs in the hallway throughout the building. Students at the Middle School receive PBIS points and participate in a PBIS store. Points are awarded for positive behaviors and can be redeemed for a large array of awards. North East High School also offers a wide variety of school-wide recognition programs and utilizes TVs throughout the school and regular video announcements. The district continues to refine school-wide behavior support by collecting behavioral data, providing staff training, and adjusting strategies to ensure effectiveness and inclusivity. To further support student well-being, the district has invested in mental health and behavior support services. These include the Student and Family Relationships Specialist to assist students experiencing social-emotional challenges and a Social-Emotional Learning Specialist/Social Worker to enhance the district's focus on social-emotional concepts and provide support at all levels. Partnerships with community agencies offer on-site counseling, crisis intervention, and mental health resources. The district has also established a school-based medication management clinic in partnership with the Achievement Center, removing transportation barriers for families in need.

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

North East School District is committed to supporting student behavioral and mental health needs through a multi-tiered system of school-based behavioral

health services. The district provides proactive interventions, consultation services, and targeted supports to ensure all students can access their education in a safe and supportive learning environment. The district partners with the IU Behavior Consultant to conduct Functional Behavior Assessments (FBAs) to identify the root causes of student behaviors. This individual also helps to develop positive behavior support plans tailored to individual student needs. North East School District works with the IU and IU staff to provide teacher training and consultation to implement evidence-based behavioral strategies. For students with complex behavioral needs, the district occasionally contracts independent evaluators to gain additional insights and recommendations. These evaluations help refine intervention strategies and ensure a comprehensive approach to behavior management. Recognizing the growing need for school-based mental health services, the district is actively working to expand available supports by partnering with community agencies. The district offers school-based mental health counseling in collaboration with local mental health agencies to provide in-school therapy services for students in need. The district's SAP program covers students in all grade levels who are experiencing barriers to learning. Additionally, the district works with external providers to offer crisis response, family-based interventions, and community-based resources. These efforts aim to reduce barriers to accessing mental health care, ensuring that students receive timely and appropriate interventions. The district continues to assess the effectiveness of its behavioral health services, using data-driven decision-making to refine existing programs and identify areas for future growth.

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

As part of North East School Board Policy 113.2, restraints are only used when a student is acting in a manner that presents a clear and present danger to the student, other students or employees, and when less restrictive measures and techniques have been ineffective. Whenever possible, North East School District staff are encouraged to use Ukeru techniques and materials to prevent the use of restraint. IEP teams discuss the use of restraint as needed at the annual IEP meetings. The use of restraints is only included in the IEP when it is accompanied with a specific Positive Behavior Support Plan, is used in conjunction with social skill training, and there is continued documented effort to eliminate the use of restraints. The district utilizes the Handle with Care de-escalation and physical restraint system. The district maintains two in-house trainers to provide instruction and practice to staff within the district. All participants are first instructed in the de-escalation techniques and prevention strategies included within the program. Staff is taught that physical restraint is only to be used as a last resort. Staff that work with students with emotional disabilities or autism are also trained in Ukeru. The blocking techniques trained in Ukeru are aimed at eliminating the need for restraints. Ukeru blocking pads are available in all emotional support and autistic support classrooms. All staff is retrained annually, or more often if the need arises. Staff is instructed to never restrain alone and always call for backup if necessary. Only staff that have current certifications are permitted to participate in physical restraint. Restraints are kept as short as possible, with verbal de-escalation techniques employed throughout the restraint process. Following a restraint, teachers and students both complete the de-escalation process. All parties involved are checked for injuries, with any injuries documented by the school nurse. Parents are informed as soon as possible and presented with the option to hold an IEP meeting or waive the IEP meeting. Staff involved with a restraint are required to report the restraint to the special education department within 24 hours of the restraint. Once the report is received, it is added to the RISC system. The Special Education Director follows up with the team involved with the restraint team to ensure proper procedures were followed and make adjustments to the plan as needed.



## Intensive Interagency

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

Currently, the North East School District has two students receiving Instruction Conducted in the Home. In both cases, the IEP team determined this placement only after exhausting all other options. One student was actively involved in interagency coordination, with regular team meetings held to monitor progress and plan for a transition to a less restrictive setting. His interagency case was recently closed, as his current programming was deemed appropriate. The district is committed to ensuring FAPE (Free Appropriate Public Education) for all students by utilizing a comprehensive framework of support systems within the district, through partnerships with outside agencies, and in collaboration with neighboring districts. Annually, the district reviews the continuum of services to identify and address any gaps in programming. One of the district's ongoing challenges is supporting students with significant behavioral or medical needs. The district has taken multiple steps to address these challenges. The district has established an emotional support classroom for K-8 students, which provides targeted social skills instruction and behavioral interventions for identified students. Additionally, the district has expanded the Life Skills program to support students through age 18, ensuring appropriate in-district services through adulthood. The district also continues to provide ongoing training for special education teachers on using Functional Behavior Assessments in order to develop effective Positive Behavior Support Plans. While these initiatives have strengthened in-district services, there continue to be cases where students require more intensive supports than the district can provide. In these instances, the interagency process is utilized to explore and secure appropriate out-of-district placements. Moving forward, the district will continue to evaluate its programs and collaborate with outside agencies to expand in-district services, reducing the need for homebound instruction and out-of-district placements whenever possible.

## Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised             |
|--------|--------------------|----------------------------------|---------------------|
| MS ES  | Secondary          | Full-time (1.0)                  | 02/17/2025 04:18 PM |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East MS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Emotional Support              |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Emotional Support              |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 10               |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 11 to 14         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.2              |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East MS                                  |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Emotional Support                              |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Emotional Support                              |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 1                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Secondary                 | 13 to 13         |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.05             |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------|
|--------|--------------------|----------------------------------|---------|

|              |            |                 |                     |
|--------------|------------|-----------------|---------------------|
| 4th Grade LS | Elementary | Full-time (1.0) | 01/28/2025 01:20 PM |
|--------------|------------|-----------------|---------------------|

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East El Sch              |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 14               |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Elementary                | 9 to 10          |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.28             |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East El Sch                              |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 1                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Elementary                | 9 to 9           |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.05             |

|                     |                           |   |                     |
|---------------------|---------------------------|---|---------------------|
| <b>FTE ID</b>       | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
| High School LS - AN | Secondary                 | Full-time (1.0)                         | 01/28/2025 01:20 PM |



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|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East HS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 10               |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 15 to 18         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.2              |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East HS                                  |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 5                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Secondary                 | 14 to 17         |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.25             |

|               |                           |   |                     |
|---------------|---------------------------|---|---------------------|
| <b>FTE ID</b> | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
| Primary AS    | Elementary                | Full-time (1.0)                         | 01/28/2025 01:20 PM |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East El Sch              |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Autistic Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Autistic Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Full-Time (80% or More)        |                           | 7                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Elementary                | 6 to 9           |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.88             |

| FTE ID        | Classroom Location | Full-time or Part-time Position? | Revised             |
|---------------|--------------------|----------------------------------|---------------------|
| Elementary ES | Elementary         | Full-time (1.0)                  | 02/17/2025 04:18 PM |

|   |                           |                  |
|---|---------------------------|------------------|
| <b>Building Name</b>  |                           |                  |
| North East El Sch   |                           |                  |
| <b>Support Type</b>   |                           |                  |
| Emotional Support   |                           |                  |
| <b>Support Sub-Type</b>   |                           |                  |
| Emotional Support   |                           |                  |
| <b>Level of Support</b>   |                           | <b>Case Load</b> |
| Itinerant (20% or Less)   |                           | 16               |
| <b>Identify Classroom</b>   | <b>Classroom Location</b> | <b>Age Range</b> |
| School District   | Elementary                | 5 to 11          |
| <b>Age Range Justification</b>  |                           | <b>FTE %</b>     |
| Support is provided on an as-needed basis and there is no point in which all students are educated together. In instances where multiple students |                           | 0.32             |

|   |  |
|---|--|
| are utilizing the ES room at once, students are kept to grade level groups. |  |
|---|--|

|   |                           |                  |
|---|---------------------------|------------------|
| <b>Building Name</b>  |                           |                  |
| North East El Sch   |                           |                  |
| <b>Support Type</b>   |                           |                  |
| Emotional Support   |                           |                  |
| <b>Support Sub-Type</b>   |                           |                  |
| Emotional Support   |                           |                  |
| <b>Level of Support</b>   |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%)  |                           | 1                |
| <b>Identify Classroom</b>   | <b>Classroom Location</b> | <b>Age Range</b> |
| School District   | Elementary                | 5 to 5           |
| <b>Age Range Justification</b>  |                           | <b>FTE %</b>     |
| Support is provided on an as-needed basis and there is no point in which all students are educated together. In instances where multiple students are utilizing the ES room at once, students are kept to grade level groups. |                           | 0.05             |

| FTE ID       | Classroom Location | Full-time or Part-time Position? | Revised             |
|--------------|--------------------|----------------------------------|---------------------|
| 6th Grade LS | Secondary          | Full-time (1.0)                  | 01/28/2025 01:20 PM |

|                           |                           |                  |
|---------------------------|---------------------------|------------------|
| <b>Building Name</b>      |                           |                  |
| North East MS             |                           |                  |
| <b>Support Type</b>       |                           |                  |
| Learning Support          |                           |                  |
| <b>Support Sub-Type</b>   |                           |                  |
| Learning Support          |                           |                  |
| <b>Level of Support</b>   |                           | <b>Case Load</b> |
| Itinerant (20% or Less)   |                           | 13               |
| <b>Identify Classroom</b> | <b>Classroom Location</b> | <b>Age Range</b> |
| School District           | Secondary                 | 11 to 12         |

|                                |              |
|--------------------------------|--------------|
| <b>Age Range Justification</b> | <b>FTE %</b> |
|                                | 0.26         |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East MS                                  |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 2                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Secondary                 | 11 to 13         |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.1              |

|                     |                           |   |                     |
|---------------------|---------------------------|---|---------------------|
| <b>FTE ID</b>       | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
| High School LS - TW | Secondary                 | Full-time (1.0)                         | 01/28/2025 01:20 PM |

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|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East HS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 12               |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 14 to 18         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.24             |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East HS                                  |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 2                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Secondary                 | 15 to 16         |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.1              |

| FTE ID     | Classroom Location | Full-time or Part-time Position? | Revised             |
|------------|--------------------|----------------------------------|---------------------|
| Primary LS | Elementary         | Full-time (1.0)                  | 01/28/2025 01:20 PM |

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|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East El Sch              |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 4                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Elementary                | 7 to 8           |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.08             |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| Earle C Davis Primary                          |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 1                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Elementary                | 7 to 7           |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.05             |

| FTE ID    | Classroom Location | Full-time or Part-time Position? | Revised             |
|-----------|--------------------|----------------------------------|---------------------|
| Speech FT | Multiple           | Full-time (1.0)                  | 01/28/2025 12:52 PM |

|   |                           |                  |
|---|---------------------------|------------------|
| <b>Building Name</b>  |                           |                  |
| North East SD   |                           |                  |
| <b>Support Type</b>   |                           |                  |
| Speech And Language Support   |                           |                  |
| <b>Support Sub-Type</b>   |                           |                  |
| Speech And Language Support   |                           |                  |
| <b>Level of Support</b>   |                           | <b>Case Load</b> |
| Itinerant (20% or Less)   |                           | 22               |
| <b>Identify Classroom</b>   | <b>Classroom Location</b> | <b>Age Range</b> |
| School District   | Elementary                | 5 to 10          |
| <b>Age Range Justification</b>  |                           | <b>FTE %</b>     |
| Students are provided speech therapy either one-on-one or in small groups of same grade students. |                           | 0.34             |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|--------------------|----------------------------------|---------|
|--------|--------------------|----------------------------------|---------|

|              |            |                 |                     |
|--------------|------------|-----------------|---------------------|
| 3rd Grade LS | Elementary | Full-time (1.0) | 01/28/2025 01:11 PM |
|--------------|------------|-----------------|---------------------|

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East El Sch              |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 6                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Elementary                | 8 to 9           |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.12             |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East El Sch                              |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 3                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Elementary                | 8 to 9           |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.15             |

|               |                           |   |                     |
|---------------|---------------------------|---|---------------------|
| <b>FTE ID</b> | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
| Secondary LSS | Secondary                 | Full-time (1.0)                         | 02/17/2025 04:18 PM |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>   |                           |                  |
| North East MS  |                           |                  |
| <b>Support Type</b>  |                           |                  |
| Life Skills Support  |                           |                  |
| <b>Support Sub-Type</b>  |                           |                  |
| Life Skills Support (Grades 7-12)  |                           |                  |
| <b>Level of Support</b>  |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%)   |                           | 7                |
| <b>Identify Classroom</b>  | <b>Classroom Location</b> | <b>Age Range</b> |
| School District  | Secondary                 | 12 to 18         |
| <b>Age Range Justification</b>   |                           | <b>FTE %</b>     |
| An additional aide is hired to help support the high school aged students in participating in classes such as gym and home ec with their peers. These students will also participate in additional community activities so the time with younger peers will be limited. All instruction is individualized so that while students may be in the room at the same time, instruction will not be impacted by the age range. |                           | 0.35             |

|                                   |                           |                  |
|-----------------------------------|---------------------------|------------------|
| <b>Building Name</b>              |                           |                  |
| North East MS                     |                           |                  |
| <b>Support Type</b>               |                           |                  |
| Life Skills Support               |                           |                  |
| <b>Support Sub-Type</b>           |                           |                  |
| Life Skills Support (Grades 7-12) |                           |                  |
| <b>Level of Support</b>           |                           | <b>Case Load</b> |
| Full-Time (80% or More)           |                           | 4                |
| <b>Identify Classroom</b>         | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                   | Secondary                 | 11 to 15         |
| <b>Age Range Justification</b>    |                           | <b>FTE %</b>     |
|                                   |                           | 0.27             |



| FTE ID              | Classroom Location | Full-time or Part-time Position? | Revised             |
|---------------------|--------------------|----------------------------------|---------------------|
| High School LS - SS | Secondary          | Full-time (1.0)                  | 01/28/2025 12:58 PM |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East HS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 7                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 14 to 17         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.14             |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East HS                                  |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 6                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Secondary                 | 14 to 18         |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.3              |

|                      |  |  |
|----------------------|--|--|
| <b>Building Name</b> |  |  |
| North East HS        |  |  |
| <b>Support Type</b>  |  |  |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| Emotional Support              |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Emotional Support              |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 1                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 17 to 17         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.02             |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East HS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Full-Time (80% or More)        |                           | 1                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 18 to 18         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.08             |

| <b>FTE ID</b> | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
|---------------|---------------------------|---|---------------------|
| 5th Grade LS  | Elementary                | Full-time (1.0)                         | 01/28/2025 12:59 PM |

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|                         |  |  |
|-------------------------|--|--|
| <b>Building Name</b>    |  |  |
| North East El Sch       |  |  |
| <b>Support Type</b>     |  |  |
| Learning Support        |  |  |
| <b>Support Sub-Type</b> |  |  |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 7                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Elementary                | 10 to 11         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.14             |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East El Sch                              |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 3                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Elementary                | 10 to 11         |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.15             |

|                |                           |   |                     |
|----------------|---------------------------|---|---------------------|
| <b>FTE ID</b>  | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
| Elementary LSS | Elementary                | Full-time (1.0)                         | 01/28/2025 01:02 PM |

|                                  |  |                  |
|----------------------------------|--|------------------|
| <b>Building Name</b>             |  |                  |
| North East El Sch                |  |                  |
| <b>Support Type</b>              |  |                  |
| Life Skills Support              |  |                  |
| <b>Support Sub-Type</b>          |  |                  |
| Life Skills Support (Grades K-6) |  |                  |
| <b>Level of Support</b>          |  | <b>Case Load</b> |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| Itinerant (20% or Less)        |                           | 1                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Elementary                | 6 to 6           |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.05             |

|   |                           |                  |
|---|---------------------------|------------------|
| <b>Building Name</b>  |                           |                  |
| North East El Sch   |                           |                  |
| <b>Support Type</b>   |                           |                  |
| Life Skills Support   |                           |                  |
| <b>Support Sub-Type</b>   |                           |                  |
| Life Skills Support (Grades K-6)  |                           |                  |
| <b>Level of Support</b>   |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%)  |                           | 6                |
| <b>Identify Classroom</b>   | <b>Classroom Location</b> | <b>Age Range</b> |
| School District   | Elementary                | 6 to 11          |
| <b>Age Range Justification</b>  |                           | <b>FTE %</b>     |
| Students are all instructed in small groups based on age or individually. Whole group activities are limited, and based on universal functional skills. |                           | 0.3              |

|               |                           |   |                     |
|---------------|---------------------------|---|---------------------|
| <b>FTE ID</b> | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
| 8th Grade LS  | Secondary                 | Full-time (1.0)                         | 01/28/2025 01:03 PM |

|                           |                           |                  |
|---------------------------|---------------------------|------------------|
| <b>Building Name</b>      |                           |                  |
| North East MS             |                           |                  |
| <b>Support Type</b>       |                           |                  |
| Learning Support          |                           |                  |
| <b>Support Sub-Type</b>   |                           |                  |
| Learning Support          |                           |                  |
| <b>Level of Support</b>   |                           | <b>Case Load</b> |
| Itinerant (20% or Less)   |                           | 3                |
| <b>Identify Classroom</b> | <b>Classroom Location</b> | <b>Age Range</b> |

|                                |           |              |
|--------------------------------|-----------|--------------|
| School District                | Secondary | 13 to 14     |
| <b>Age Range Justification</b> |           | <b>FTE %</b> |
|                                |           | 0.06         |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East MS                                  |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 7                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Secondary                 | 13 to 15         |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.35             |

|                     |                           |   |                     |
|---------------------|---------------------------|---|---------------------|
| <b>FTE ID</b>       | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
| High School LS - KR | Secondary                 | Full-time (1.0)                         | 01/28/2025 01:04 PM |

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|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East HS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 12               |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 14 to 18         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           |                  |

|  |      |
|--|------|
|  | 0.24 |
|--|------|

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Building Name</b>                           |                           |                  |
| North East HS                                  |                           |                  |
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 4                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Secondary                 | 16 to 17         |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.2              |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East HS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Emotional Support              |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Emotional Support              |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 1                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 14 to 14         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.02             |

|                 |                           |   |                     |
|-----------------|---------------------------|---|---------------------|
| <b>FTE ID</b>   | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
| Intermediate AS | Elementary                | Full-time (1.0)                         | 01/28/2025 01:05 PM |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East El Sch              |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Autistic Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Autistic Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Full-Time (80% or More)        |                           | 3                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Elementary                | 9 to 10          |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.38             |

| FTE ID       | Classroom Location | Full-time or Part-time Position? | Revised             |
|--------------|--------------------|----------------------------------|---------------------|
| 7th Grade LS | Secondary          | Full-time (1.0)                  | 02/17/2025 04:18 PM |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East MS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 11               |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 12 to 13         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.22             |

|                      |  |  |
|----------------------|--|--|
| <b>Building Name</b> |  |  |
| North East MS        |  |  |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Support Type</b>                            |                           |                  |
| Learning Support                               |                           |                  |
| <b>Support Sub-Type</b>                        |                           |                  |
| Learning Support                               |                           |                  |
| <b>Level of Support</b>                        |                           | <b>Case Load</b> |
| Supplemental (Less Than 80% but More Than 20%) |                           | 4                |
| <b>Identify Classroom</b>                      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                                | Secondary                 | 12 to 14         |
| <b>Age Range Justification</b>                 |                           | <b>FTE %</b>     |
|  |                           | 0.2              |

| FTE ID              | Classroom Location | Full-time or Part-time Position? | Revised             |
|---------------------|--------------------|----------------------------------|---------------------|
| High School LS - LS | Secondary          | Full-time (1.0)                  | 02/17/2025 04:18 PM |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East HS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Learning Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Learning Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 8                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 15 to 18         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.16             |

|                      |  |  |
|----------------------|--|--|
| <b>Building Name</b> |  |  |
| North East HS        |  |  |
| <b>Support Type</b>  |  |  |
| Learning Support     |  |  |



| Support Sub-Type                               |                    |           |
|--|--------------------|-----------|
| Learning Support                               |                    |           |
| Level of Support                               |                    | Case Load |
| Supplemental (Less Than 80% but More Than 20%) |                    | 6         |
| Identify Classroom                             | Classroom Location | Age Range |
| School District                                | Secondary          | 15 to 17  |
| Age Range Justification                        |                    | FTE %     |
|  |                    | 0.3       |

| Building Name                     |                    |           |
|-----------------------------------|--------------------|-----------|
| North East HS                     |                    |           |
| Support Type                      |                    |           |
| Deaf And Hearing Impaired Support |                    |           |
| Support Sub-Type                  |                    |           |
| Deaf And Hearing Impaired Support |                    |           |
| Level of Support                  |                    | Case Load |
| Itinerant (20% or Less)           |                    | 1         |
| Identify Classroom                | Classroom Location | Age Range |
| School District                   | Secondary          | 17 to 17  |
| Age Range Justification           |                    | FTE %     |
|                                   |                    | 0.02      |

| FTE ID  | Classroom Location | Full-time or Part-time Position? | Revised             |
|---------|--------------------|----------------------------------|---------------------|
| Hearing | Multiple           | Part-time (0.5)                  | 01/28/2025 01:10 PM |

| Building Name                     |  |  |
|-----------------------------------|--|--|
| North East MS                     |  |  |
| Support Type                      |  |  |
| Deaf And Hearing Impaired Support |  |  |
| Support Sub-Type                  |  |  |
| Deaf And Hearing Impaired Support |  |  |

|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Itinerant (20% or Less)        |                           | 3                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 12 to 13         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.06             |

|               |                           |   |                     |
|---------------|---------------------------|---|---------------------|
| <b>FTE ID</b> | <b>Classroom Location</b> | <b>Full-time or Part-time Position?</b> | <b>Revised</b>      |
| Secondary AS  | Secondary                 | Full-time (1.0)                         | 02/17/2025 04:18 PM |

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|                                |                           |                  |
|--------------------------------|---------------------------|------------------|
| <b>Building Name</b>           |                           |                  |
| North East MS                  |                           |                  |
| <b>Support Type</b>            |                           |                  |
| Autistic Support               |                           |                  |
| <b>Support Sub-Type</b>        |                           |                  |
| Autistic Support               |                           |                  |
| <b>Level of Support</b>        |                           | <b>Case Load</b> |
| Full-Time (80% or More)        |                           | 5                |
| <b>Identify Classroom</b>      | <b>Classroom Location</b> | <b>Age Range</b> |
| School District                | Secondary                 | 12 to 16         |
| <b>Age Range Justification</b> |                           | <b>FTE %</b>     |
|                                |                           | 0.62             |



## Special Education Facilities

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East MS                         |                                   | 101   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 26 feet, 0 inches x 28 feet, 0 inches | 728sqft                           | 26  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| NEMS S.E. Rooms.pdf                   |                                   |   |

### 1Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|   |                                   |   |
|---|-----------------------------------|---|
| <b>Building Name</b>                      |                                   | <b>Room #</b>   |
| North East El Sch                         |                                   | 505   |
| <b>School Building</b>                    |                                   | <b>Building Description</b>                                 |
|   |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>             | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 28 feet, 0 inches x 32 feet, 0 inches     | 896sqft                           | 32  |
| <b>Implementation Date</b>                |                                   |   |
| 2022-05-09                                |                                   |   |
| <b>Uploaded Files</b>                     |                                   |   |
| Elementary Center S.E. Rooms_19c771d4.pdf |                                   |   |

## 2Assurance Check

| Assurance Check  | Yes | No |
|--|-----|----|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

| Building Name                             |                            | Room #  |
|---|----------------------------|---|
| North East El Sch                         |                            | K7  |
| School Building                           |                            | Building Description  |
|   |                            | A building in which general education programs are operated |
| Classroom Measurements                    | Classroom Area Measurement | Max # of students in classroom                              |
| 26 feet, 0 inches x 34 feet, 0 inches     | 884sqft                    | 31  |
| Implementation Date                       |                            |   |
| 2024-08-19                                |                            |   |
| Uploaded Files                            |                            |   |
| Elementary Center S.E. Rooms_10bdcd77.pdf |                            |   |

## 3Assurance Check

| Assurance Check  | Yes | No |
|--|-----|----|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East HS                         |                                   | 217   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 19 feet, 0 inches x 24 feet, 0 inches | 456sqft                           | 16  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| NEHS S. E, Rooms.pdf                  |                                   |   |

#### 4Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East HS                         |                                   | 101   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 14 feet, 0 inches x 24 feet, 0 inches | 336sqft                           | 12  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |

|                       |
|-----------------------|
| <b>Uploaded Files</b> |
| NEHS S. E, Rooms.pdf  |

#### 5Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|   |                                   |   |
|---|-----------------------------------|---|
| <b>Building Name</b>                      |                                   | <b>Room #</b>   |
| North East El Sch                         |                                   | 205   |
| <b>School Building</b>                    |                                   | <b>Building Description</b>                                 |
|   |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>             | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 26 feet, 0 inches x 34 feet, 0 inches     | 884sqft                           | 31  |
| <b>Implementation Date</b>                |                                   |   |
| 2022-05-09                                |                                   |   |
| <b>Uploaded Files</b>                     |                                   |   |
| Elementary Center S.E. Rooms_01cc5661.pdf |                                   |   |

#### 6Assurance Check

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

|  |     |  |
|--|-----|--|
| The class is composed of at least 28 square feet per student               | Yes |  |
| The location of the class has been maintained for at least 3 school years. | Yes |  |

|   |                                   |   |
|---|-----------------------------------|---|
| <b>Building Name</b>                      |                                   | <b>Room #</b>   |
| North East El Sch                         |                                   | 305   |
| <b>School Building</b>                    |                                   | <b>Building Description</b>                                 |
|   |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>             | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 25 feet, 0 inches x 35 feet, 0 inches     | 875sqft                           | 31  |
| <b>Implementation Date</b>                |                                   |   |
| 2022-05-09                                |                                   |   |
| <b>Uploaded Files</b>                     |                                   |   |
| Elementary Center S.E. Rooms_97341b9f.pdf |                                   |   |

#### 7Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East MS                         |                                   | FACS  |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 28 feet, 0 inches x 38 feet, 0 inches | 1064sqft                          | 38  |



|                            |
|----------------------------|
| <b>Implementation Date</b> |
| 2022-05-09                 |
| <b>Uploaded Files</b>      |
| NEMS S.E. Rooms.pdf        |

#### 8Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East MS                         |                                   | 302   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 26 feet, 0 inches x 28 feet, 0 inches | 728sqft                           | 26  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| NEMS S.E. Rooms.pdf                   |                                   |   |

#### 9Assurance Check

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

|   |     |  |
|---|-----|--|
| The class is located only in space that is designed for purposes of instruction | Yes |  |
| The class is readily accessible   | Yes |  |
| The class is composed of at least 28 square feet per student                    | Yes |  |
| The location of the class has been maintained for at least 3 school years.      | Yes |  |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East HS                         |                                   | 215   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 19 feet, 0 inches x 24 feet, 0 inches | 456sqft                           | 16  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| NEHS S. E, Rooms.pdf                  |                                   |   |

#### 10Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                        |  |   |
|------------------------|--|---|
| <b>Building Name</b>   |  | <b>Room #</b>   |
| North East HS          |  | 218   |
| <b>School Building</b> |  | <b>Building Description</b>                                 |
|                        |  | A building in which general education programs are operated |

|                                       |                                   |                                       |
|---------------------------------------|-----------------------------------|---------------------------------------|
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b> |
| 14 feet, 0 inches x 24 feet, 0 inches | 336sqft                           | 12                                    |
| <b>Implementation Date</b>            |                                   |                                       |
| 2022-05-09                            |                                   |                                       |
| <b>Uploaded Files</b>                 |                                   |                                       |
| NEHS S. E, Rooms.pdf                  |                                   |                                       |

#### 11Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East El Sch                     |                                   | 404   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 24 feet, 0 inches x 34 feet, 0 inches | 816sqft                           | 29  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| Elementary Center S.E. Rooms.pdf      |                                   |   |

#### 12Assurance Check

|                 |     |    |
|-----------------|-----|----|
| Assurance Check | Yes | No |
|-----------------|-----|----|

|  |     |  |
|--|-----|--|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |  |
| The class is located where noise will not interfere with instruction                           | Yes |  |
| The class is located only in space that is designed for purposes of instruction                | Yes |  |
| The class is readily accessible  | Yes |  |
| The class is composed of at least 28 square feet per student                                   | Yes |  |
| The location of the class has been maintained for at least 3 school years.                     | Yes |  |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East MS                         |                                   | 201   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 26 feet, 0 inches x 28 feet, 0 inches | 728sqft                           | 26  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| NEMS S.E. Rooms.pdf                   |                                   |   |

### 13Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                      |               |
|----------------------|---------------|
| <b>Building Name</b> | <b>Room #</b> |
| North East El Sch    | 301           |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 39 feet, 0 inches x 30 feet, 0 inches | 1170sqft                          | 41  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| Elementary Center S.E. Rooms.pdf      |                                   |   |

#### 14Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East MS                         |                                   | 31 ES   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 24 feet, 0 inches x 28 feet, 0 inches | 672sqft                           | 24  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-08-30                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| NEMS S.E. Rooms.pdf                   |                                   |   |

#### 15Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East MS                         |                                   | 202   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 26 feet, 0 inches x 28 feet, 0 inches | 728sqft                           | 26  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| NEMS S.E. Rooms.pdf                   |                                   |   |

#### 16Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                      |               |
|----------------------|---------------|
| <b>Building Name</b> | <b>Room #</b> |
|----------------------|---------------|

|   |                                   |   |
|---|-----------------------------------|---|
| North East El Sch                         |                                   | 408   |
| <b>School Building</b>                    |                                   | <b>Building Description</b>                                 |
|   |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>             | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 24 feet, 0 inches x 30 feet, 0 inches     | 720sqft                           | 25  |
| <b>Implementation Date</b>                |                                   |   |
| 2022-05-09                                |                                   |   |
| <b>Uploaded Files</b>                     |                                   |   |
| Elementary Center S.E. Rooms_3f17a114.pdf |                                   |   |

#### 17Assurance Check

| Assurance Check  | Yes | No |
|--|-----|----|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East El Sch                     |                                   | 201   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 28 feet, 0 inches x 29 feet, 0 inches | 812sqft                           | 29  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| Elementary Center S.E. Rooms.pdf      |                                   |   |

#### 18Assurance Check

| Assurance Check  | Yes | No |
|--|-----|----|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

| Building Name                         |                            | Room #  |
|---------------------------------------|----------------------------|---|
| North East El Sch                     |                            | Speech  |
| School Building                       |                            | Building Description  |
|                                       |                            | A building in which general education programs are operated |
| Classroom Measurements                | Classroom Area Measurement | Max # of students in classroom                              |
| 16 feet, 0 inches x 22 feet, 0 inches | 352sqft                    | 12  |
| Implementation Date                   |                            |   |
| 2022-05-09                            |                            |   |
| Uploaded Files                        |                            |   |
| Elementary Center S.E. Rooms.pdf      |                            |   |

#### 19Assurance Check

| Assurance Check  | Yes | No |
|--|-----|----|
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |



|                                       |                                   |   |
|---------------------------------------|-----------------------------------|---|
| <b>Building Name</b>                  |                                   | <b>Room #</b>   |
| North East HS                         |                                   | 216   |
| <b>School Building</b>                |                                   | <b>Building Description</b>                                 |
|                                       |                                   | A building in which general education programs are operated |
| <b>Classroom Measurements</b>         | <b>Classroom Area Measurement</b> | <b>Max # of students in classroom</b>                       |
| 19 feet, 0 inches x 24 feet, 0 inches | 456sqft                           | 16  |
| <b>Implementation Date</b>            |                                   |   |
| 2022-05-09                            |                                   |   |
| <b>Uploaded Files</b>                 |                                   |   |
| NEHS S. E, Rooms.pdf                  |                                   |   |

#### 20Assurance Check

|  |     |    |
|--|-----|----|
| Assurance Check  | Yes | No |
| The class is maintained as close as appropriate to the ebb and flow of usual school activities | Yes |    |
| The class is located where noise will not interfere with instruction                           | Yes |    |
| The class is located only in space that is designed for purposes of instruction                | Yes |    |
| The class is readily accessible  | Yes |    |
| The class is composed of at least 28 square feet per student                                   | Yes |    |
| The location of the class has been maintained for at least 3 school years.                     | Yes |    |

## Special Education Support Services

### 21Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|------------------------------------|-----------------|------------------|------------------------|
| Director of Special Education      | 1               | District Wide    | District               |
| School Psychologist                | 1.5             | District Wide    | District               |
| Paraprofessionals                  | 13              | Elementary       | District               |
| Paraprofessionals                  | 7               | Secondary        | District               |
| Guidance Counselor                 | 1               | Elementary       | District               |
| Guidance Counselor                 | 4               | Secondary        | District               |
| Social Worker                      | 1               | District Wide    | District               |
| Other                              | 1               | District Wide    | District               |
| Physical Therapist                 | 1               | District Wide    | Contractor             |
| Occupational Therapist             | 1               | District Wide    | Contractor             |
| Behavior Specialist                | 1               | District Wide    | Contractor             |
| Other                              | 1               | District Wide    | Contractor             |

## Special Education Personnel Development

### Autism

| Description of Training  |                    |                            |   |
|--|--------------------|----------------------------|---|
| North East School District staff will participate in ongoing staff development related to the continuously changing needs of students with Autism throughout the district. This training will focus on supporting students with Autism in the general education classroom, positive behavior support, supporting and increasing social interaction and communication, improving self-management skills, Autism awareness and acceptance, and additional techniques or strategies that can be used to best meet the individual needs of our students. |                    |                            |   |
| Lead Person/Position   |                    | Year of Training           |   |
| Director of Special Education  |                    | 2025                       |   |
|  |                    | 2026                       |   |
|  |                    | 2027                       |   |
|  |                    | 2028                       |   |
| Hours Per Training   | Number of Sessions | Provider                   | Audience  |
| 1 or more  | 1                  | Intermediate Unit<br>Other | Building Administrators<br>Central Office Administrators<br>General Education Teachers<br>Parents<br>Paraprofessionals<br>Special Education Teachers<br>Other |

### Positive Behavior Support

| Description of Training   |                  |
|---|------------------|
| Handle with Care- Covers both verbal de-escalation and safe physical restraint techniques for use with individuals with behavior disorders or experiencing significant behaviors. These trainings are documented through the use of sign in sheets. |                  |
| Lead Person/Position  | Year of Training |
| Director of Special Education, District Handle with Care trainers   | 2025             |
|   | 2026             |
|   | 2027             |
|   | 2028             |

| Hours Per Training | Number of Sessions  | Provider | Audience  |
|--------------------|---------------------|----------|---|
| 6                  | at least one a year | District | Building Administrators<br>Central Office Administrators<br>General Education Teachers<br>Parents<br>Paraprofessionals<br>Special Education Teachers<br>Other |

| Description of Training  |                     |                  |   |
|--|---------------------|------------------|---|
| Ukeru - De-escalation strategies for individuals experiencing negative behaviors, focuses on the understanding of the brain processes during times of heightened behavior, verbal de-escalation, and the use of pads to "receive" the aggressions as an alternative to physical restraint. These trainings are documented through the use of sign in sheets. |                     |                  |   |
| Lead Person/Position   |                     | Year of Training |   |
| Director of Special Education, District Ukeru trainers   |                     | 2025             |   |
|  |                     | 2026             |   |
|  |                     | 2027             |   |
|  |                     | 2028             |   |
| Hours Per Training   | Number of Sessions  | Provider         | Audience  |
| 3  | at least one a year | District         | Building Administrators<br>Central Office Administrators<br>General Education Teachers<br>Parents<br>Paraprofessionals<br>Special Education Teachers<br>Other |

| Description of Training   |                  |
|---|------------------|
| Monthly Clinical Support meetings will be held with the Behavior Specialist from the IU and district teachers directly working with AS, LSS, and ES students. These meetings will aim to teach educators best practice in addressing behavior as well as address the unique individual needs of our students. |                  |
| Lead Person/Position  | Year of Training |

| Director of Special Education, IU Behavior Specialist |                    | 2025<br>2026<br>2027<br>2028  |   |
|---|--------------------|-------------------------------|---|
| Hours Per Training                                    | Number of Sessions | Provider                      | Audience  |
| 1   | 9 annually         | District<br>Intermediate Unit | Building Administrators<br>Special Education Teachers |

### Paraprofessional

| Description of Training  |                    |  |   |
|--|--------------------|--|---|
| Paraprofessionals will receive both online and in-person trainings on topics specific to their assignments to complete the mandatory 20 hours per year of professional development as outlined by the state. These trainings may include district-wide in-services, monthly meetings with the Director of Special Education, training accessed through online sources, or individualized training sessions based on paraprofessional assignment. Topics covered may include least restrictive environment, inclusionary practices, behavior support, condition-specific information, technology, confidentiality, first aid, behavior de-escalation and physical restraint, or any additional topic directly related to the paraprofessional's assignment. |                    |  |   |
| Lead Person/Position   |                    | Year of Training                                 |   |
| Director of Special Education  |                    | 2025<br>2026<br>2027<br>2028                     |   |
| Hours Per Training   | Number of Sessions | Provider   | Audience  |
| 1 or more  | 1 or more          | District<br>Intermediate Unit<br>PaTTAN<br>Other | Paraprofessionals<br>Special Education Teachers |

## Transition

| Description of Training  |                    |  |   |
|--|--------------------|--|---|
| North East School District teachers and paraprofessionals who work with transition-aged students will receive annual training on the transition grid within the IEP, transition goals, and how to improve transition services within the district. |                    |  |   |
| Lead Person/Position   |                    | Year of Training                                 |   |
| Director of Special Education  |                    | 2025   |   |
|  |                    | 2026   |   |
|  |                    | 2027   |   |
|  |                    | 2028   |   |
| Hours Per Training   | Number of Sessions | Provider   | Audience  |
| 1 or more  | 1                  | District<br>Intermediate Unit<br>PaTTAN<br>Other | Paraprofessionals<br>Special Education Teachers |

| Description of Training  |                    |                  |  |
|--|--------------------|------------------|--|
| North East School District staff and parents will participate in training directly related to transition services and what is available after high school. Topics include special needs trusts, guardianship, and waiver services. |                    |                  |  |
| Lead Person/Position   |                    | Year of Training |  |
| Director of Special Education, Tish Bartlett - Autism Society of NWPA  |                    | 2025             |  |
| Hours Per Training   | Number of Sessions | Provider         | Audience   |
| 2  | 1                  | Other            | Parents<br>Paraprofessionals<br>Special Education Teachers |

## Science of Literacy

| Description of Training   |
|---|
| North East School District will be fully immersed in the Science of Reading approach to literacy instruction across the K-8 grade bands by the 25/26 SY. Structured |

|   |                           |  |  |
|---|---------------------------|--|--|
| Literacy, the Science of Reading, and Text Dependent Analysis will serve as instrumental focus areas for our ELA instruction staff through collaborative engagement and professional learning experiences as the district prepares to engage in Science of Reading best practices within literacy instruction across the K-8 grade bands. A collaborative review of ELA instructional resources will continue |                           |  |  |
| <b>Lead Person/Position</b>   |                           | <b>Year of Training</b>                          |  |
| Superintendent, Director of Special Education, Building Principals  |                           | 2025<br>2026                                     |  |
| <b>Hours Per Training</b>   | <b>Number of Sessions</b> | <b>Provider</b>                                  | <b>Audience</b>  |
| 1 or more   | 1                         | District<br>Intermediate Unit<br>PaTTAN<br>Other | Building Administrators<br>General Education Teachers<br>Paraprofessionals<br>Special Education Teachers |

### Parent Training

|   |                           |                              |                 |
|---|---------------------------|------------------------------|-----------------|
| <b>Description of Training</b>  |                           |                              |                 |
| Parents will have the opportunity to participate in monthly SEPAC (Special Education Parent Advisory Committee) meetings to discuss concerns and help drive training opportunities. These meetings are open to any parent of a child with an IEP. |                           |                              |                 |
| <b>Lead Person/Position</b>   |                           | <b>Year of Training</b>      |                 |
| Director of Special Education   |                           | 2025<br>2026<br>2027<br>2028 |                 |
| <b>Hours Per Training</b>   | <b>Number of Sessions</b> | <b>Provider</b>              | <b>Audience</b> |
| 2   | 8                         | District                     | Parents         |

### IEP Development

|   |
|---|
| <b>Description of Training</b>  |
| Special Education teachers will participate in ongoing training and collaboration on the development of IEPs. This will include proper structure, writing effective |

|  |                           |   |                            |
|--|---------------------------|---|----------------------------|
| goals, targeting the appropriate SDI for the student, supporting students in the Least Restrictive Environment, and any additional needs that may be identified. |                           |   |                            |
| <b>Lead Person/Position</b>  |                           | <b>Year of Training</b>                 |                            |
| Director of Special Education  |                           | 2025                                    |                            |
|  |                           | 2026                                    |                            |
|  |                           | 2027                                    |                            |
|  |                           | 2028                                    |                            |
| <b>Hours Per Training</b>  | <b>Number of Sessions</b> | <b>Provider</b>                         | <b>Audience</b>            |
| 1 or more  | 1 or more                 | District<br>Intermediate Unit<br>PaTTAN | Special Education Teachers |

|   |                           |                         |                 |
|---|---------------------------|-------------------------|-----------------|
| <b>Description of Training</b>  |                           |                         |                 |
| Parents will be invited to attend an informational presentation on the special education and the IEP development process. This training will be held annually at the end of the school year, so as to include the Early Intervention parents. |                           |                         |                 |
| <b>Lead Person/Position</b>   |                           | <b>Year of Training</b> |                 |
| Director of Special Education   |                           | 2025                    |                 |
|   |                           | 2026                    |                 |
|   |                           | 2027                    |                 |
|   |                           | 2028                    |                 |
| <b>Hours Per Training</b>   | <b>Number of Sessions</b> | <b>Provider</b>         | <b>Audience</b> |
| 1   | 1                         | District                | Parents         |



## Signatures & Affirmations

Approval Date

### Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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**

**Date**

