

Mount Carmel Area SD
Special Education Plan Report

07/01/2019 - 06/30/2022

District Profile

Demographics

600 W 5th St
 Mount Carmel, PA 17851
 (570)339-1500
 Superintendent: Bernard Stellar
 Director of Special Education: Nicole Edmondson

Planning Committee

Name	Role
Peter Cheddar	Administrator : Professional Education Special Education
Susan Nestico	Administrator : Professional Education Special Education Schoolwide Plan
Gregory Sacavage	Administrator : Professional Education Special Education
Bernard Stellar	Administrator : Professional Education Special Education
Lisa Varano	Administrator : Professional Education Special Education
Edward Stellar	Community Representative : Professional Education Special Education
Kelly Crissman	Ed Specialist - School Psychologist : Professional Education Special Education
Cheryl Heyer	Elementary School Teacher - Special Education : Professional Education Special Education
Lisa Smith	High School Teacher - Regular Education : Professional Education Special Education
Michele Stellar	Parent : Professional Education Special Education
Nicole Edmondson	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students

Total students identified: 339

Identification Method

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

The Mount Carmel Area School District utilizes the discrepancy model to identify students with specific learning disabilities in all buildings.

Enrollment

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

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

Not significantly disproportionate.

Non-Resident Students Oversight

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

The Mount Carmel Area School District is not a host to any facilities which require obligations under Section 1306 of the Public School Code. If such a facility would open within the Mount Carmel Area School District, the district would be responsible for educating those students as deemed appropriate for the students. Options that will be considered are education within the district buildings or at the facility itself in order to provide FAPE and LRE.

Incarcerated Students Oversight

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

The CSIU#16 oversees the location, identification, evaluation, and when deemed eligible, a free appropriate public education of district students who are incarcerated.

When a district student is incarcerated, the Mount Carmel Area School District is notified by the Northumberland County Court or the Mount Carmel Area District office. The Mount Carmel Area School District notifies the Central Susquehanna Intermediate Unit #16 if the incarcerated student requires special education services. The Central Susquehanna Intermediate Unit #16 and the Mount Carmel Area School District will collaborate on a regular basis to ensure that special education programming is meeting the student's individual needs.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

Children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled.

Special classes or separate schooling of children with disabilities occurs only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved. The Mount Carmel Area School District is committed to educating all students with non disabled peers to the maximum extent appropriate.

The following supplementary aids and services are used within the district to ensure that students are educated in the least restrictive environment:

**Collaborative-
Adults working together to support students**

- Scheduled time for common planning and team meetings
- Instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support)
- Professional development related to collaboration
- Guided support for team members in the use of assistive technology for individual students
- Scheduled opportunities for parental collaboration

Instructional -

Development and delivery of instruction that addresses diverse learning needs

- Providing modified curricular goals
- Providing alternate ways for students to demonstrate learning
- Providing test modification
- Providing alternate materials and/or assistive technology
- Providing instruction on functional skills in the context of the typical routines in the general classroom
- Changing method of presentation
- Providing research-based supplementary materials
- Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)

Physical -

Adaptations and modifications to the physical environment

- Furniture arrangement in environments
- Specific seating arrangements
- Individualized desk, chair, etc.
- Adaptive equipment
- Adjustments to sensory input (e.g., light, sound)
- Structural Aids (e.g., wheelchair accessibility, trays, grab bars)

Social-Behavioral -

Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

- Social skills instruction
- Counseling supports
- Peer supports
- Individualized behavior support plans
- Modification of rules and expectations
- On premises School Based Behavioral Health team

Programs and Initiatives Currently Used By Mount Carmel Area School District:

The Child Study Team concept and Response to Intervention are cornerstone to the success of providing a continuum of supports/services and education placement options. The CSIU has been training, coaching, and collaborating with the District as part of the Child Study Team, Autism

Initiative, and Co-teaching models. PaTTAN is providing training, consultation, and technical assistance for the Autism Initiative that the District is participating in the Elementary and Secondary School levels. Autism Initiative program training, site visits, coaching, and collaboration is part of this program. The District has adopted effective practices to support students with disabilities in the general education setting. District policies and procedures have been implemented to ensure that they are aligned with an inclusive approach to supporting students with Individualized Education Plans. The District allocates sufficient resources for personnel and organizational support to sustain a comprehensive inclusive approach to the delivery of special education services. District policies facilitate the active participation of students with disabilities in school sponsored clubs, extracurricular activities and events. The District supports ongoing professional development for personnel to increase their capacity to implement a free and appropriate placement for all students. Strategies and activities related to inclusive practices for administrative staff, teaching staff and families is ongoing. Families are also invited to participate in District sponsored professional development activities focused on inclusive education. In addition, the District has adopted the co-teaching model at the Kindergarten through second grade level, with plans to expand in the future. The co-teaching model professional development was provided by the CSIU, which entailed a series of trainings with on-site visits/ coaching in between the training sessions.

Educational placement - LRE (indicator 5)

(a) 61% of students in the Mount Carmel Area School District are educated inside the regular class 80% or more of the day. The District did not meet the SPP Target in this area. The District is working to increase the percentage of time that students with special needs spend in regular education settings in order to expose them to grade and age appropriate curriculum with increased supplemental aides and services to ensure their success. The co-teaching model (one regular education teacher and one special education teacher) was added in grades K-2 as part of the FFY 2018. This initiative has improved our rate of students that are in the regular education classroom 80% or more of the day by 8%.

(b) 14.1% of students in the Mount Carmel Area School District are educated inside the regular class less than 40% of the day. The District did not meet its SPP Target in this area. The District is working to increase the percentage of time that students with special needs students spend in regular education settings in order to expose them to grade and age appropriate curriculum with increased supplemental aides and services to ensure their success. An increase in offerings of inclusion professional development for regular education teachers, as well as the co-teaching model has been added to improve the rate at which students are included with their regular education peers.

(c) 4.4% of students in the Mount Carmel Area School District are served in separate schools, residential facilities, or instructed in the home. Although the District did not meet the SPP target of 4%, it has improved in the last 3 years and is fairly close to the target. The District will continue working to improve its capability to serve these students within the District.

Behavior Support Services

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

The Mount Carmel Area School District has the following policy in place for positive behavioral supports for students:

The Mount Carmel Area School District employs a School Wide Positive Behavior Support Plan (SWPBS). This is our Tier 1 approach used to proactively define, teach, and support appropriate student behaviors. The school benefits from creating this more positive environment, which aids in more successful learning. The district and school community teaches the expected behaviors across all settings, including the classroom, hallways, cafeteria, recess, restrooms, dismissal, and assemblies. Students exhibiting positive behaviors are rewarded. At the Elementary level, Tier 2 Positive Behavior Supports (PBS) are in the form of Check In/Check Out. Each student identified as needing Tier 2 supports is assigned to a specific staff member on the Tier 2 team.

The district also uses APL strategies, where positive behaviors are modeled and students are retrained if a negative behavior occurs. Retraining is the process of demonstrating the proper, positive behavior that should have occurred and having the student put that behavior into practice. When the Mount Carmel Area School District's IEP team determines a student's behavior is likely to disrupt learning, the behavior is addressed in the student's IEP. Programs to manage or to change behavior are in place. A functional behavioral assessment is completed to determine the cause of the behavior, what is maintaining the behavior and positive approaches to help children manage or correct their behaviors. The Mount Carmel Area School District routinely updates the functional behavioral assessment and positive behavior support plan to ensure that the student's behavioral needs are being met. Additional data is available supporting the student's modification.

Discipline does not include the following:

- Use of restraints and/or corporal punishment
- Punishment for behavior which is caused by the student's disability
- Spaces from which the student cannot readily exit
- Noxious substances
- Deprivation of basic rights
- Treatment in a demeaning nature
- Prone restraints (when the student is held face down on the floor)
- Suspension or removal from classes for disciplinary reasons that form a pattern

Before a student is excluded from school for more than 10 school days in a row or 15 total school days, that constitutes a pattern, in any one school year for disciplinary reasons, an IEP team meeting including the student's parent/guardian takes place. During that meeting, a "manifestation determination" is completed by the multidisciplinary team to determine if the behavior was a manifestation of his or her disability. Children with disabilities are not disciplined for behaviors that

are related to or are manifestations of their disabilities. If the IEP team decides that the student's behavior was not related to the disability, the child's placement may be changed for disciplinary reasons. The parent has the right to request a due process hearing to challenge any decision of the Mount Carmel Area School District IEP team.

The District has a team of staff members who are trained, and annually certified, in Safe Crisis Management, which includes the use of de-escalation techniques.

The District has an in-house School Based Behavioral Health team located in each building. SBBH Team is based in the school, but delivers services to the child and family in the school, home, and community settings.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

If the District is having difficulty placing a child into an educational placement, program, or service, the LEA will notify the regional interagency coordinator, as well as the local interagency coordinator at the CSIU. Instruction in the Home may be used as a short-term solution until another educational placement can be provided.

The Mount Carmel Area School District has been successful in providing FAPE and related services to all students in compliance with the Pennsylvania State and Federal regulations. The programs that are currently in place include related services that help benefit students in special education programs (special transportation; speech, physical and occupational therapy; school health, transition services, psychological counseling; hearing services; and other services as needed). Upon a parent request, an independent evaluation can be obtained. It is the Mount Carmel Area School District's goal to ensure that children with disabilities are educated to the maximum extent appropriate with children who are not disabled. All resources are available to all students. The District makes every attempt to find placement for students with severe, unique or specialized needs.

The appropriate services include:

- Learning Support
- Emotional Support
- Life Skills Support
- Speech and Language Support
- Autistic Support

- Private Alternative Education Setting Outside of the District
- Intermediate Unit Programs
- Partial Hospitalization Programs

The District also collaborates with Northumberland County offices such as Children and Youth, BHID, Probation, and Parole. The district works with agencies such as Children's Service Center which operates the district housed School Based Behavioral Health team, Safety Net Counseling which provides in home therapy services as well as therapeutic support services, and Home Keepers which provides wrap around services which also includes a family therapeutic component.

Mount Carmel Area plans to expand the grade levels at which co-taught (inclusion) classrooms are available, as well as continuing to have the support of PaTTAN for delivering the Autism Initiative to those identified as appropriate.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Safety Net PHP	Approved Private Schools	ES, LS	4
New Story School	Approved Private Schools	AS, ES	5
Work Foundations Plus	Other	Career preparation	2
Maple Avenue Campus/ Schuylkill Learning Academy	Other	Life Skills, ES, AS	4

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 18, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 19	6	0.75
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 19	2	0.25
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 18, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	10	0.5
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 26, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	25	1
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 26, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	30	1
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 26, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 18	12	0.6
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 18	8	0.4
Justification: Per 22 Pa. Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 26, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 19	12	1
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 18, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 12	6	0.5
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	10	0.5
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	20	1
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 26, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	17	1
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 26, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	20	1
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 26, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	30	1
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 26, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	30	1
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 26, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	2	0.4
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.				

Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.6
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 26, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 14	7	0.5
Justification: Per 22 PA Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 14	13	0.5
Justification: Per 22 PA Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have students in a classroom that exceeds a 3 year age span.				
Locations:				
Mount Carmel Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 18, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	8	0.75
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Speech and Language Support	5 to 8	2	0.25
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	25	1
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 14	8	1
Justification: Per 22 Pa. Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 3 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* April 18, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	20	0.5
Justification: Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 18	30	0.5
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* Outside Contractor for the School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* June 11, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 14	30	1
Justification: Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 18, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 11	2	0.5
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 14	2	0.5
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* April 18, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	20	1
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* April 18, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: April 18, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 12	10	1
Justification: Per 22 Pa Code 14.146 regulations, parents were notified and signed an age range waiver agreeing to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Social Work	Mount Carmel Area SD	1
30 Paraprofessionals	Mount Carmel Area SD -- Elem, Junior High, Senior High	23.5
Special Education Coordinator/Director	Mount Carmel Area SD	1
School Psychologist	Mount Carmel Area SD	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	25 Hours
Physical Therapy	Outside Contractor	3.5 Hours
School Based Behavioral Health	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The Mount Carmel Area School District continues to be a part of the Autism Initiative -- Applied Behavior Analysis program. This initiative provides training on ABA and VB-MAPP (Verbal Behavior Milestones Assessment and Placement Program) along with on-site technical support from PaTTAN. This program delivers evidence based interventions to children with Autism. Special Education staff will attend an Intensive Skills Training in ABA (boot camp) at a PaTTAN site. Continued professional development can be attended in the form of Intermediate and Advanced Verbal Programs.
Person Responsible	Nicole Lucas Edmondson, Special Education Coordinator/ Director
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	5
# of Participants Per Session	10
Provider	PaTTAN, CSIU
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	These trainings will guide participants toward a greater understanding and a heightened awareness of those who have an autism spectrum disorder such as Autism, Asperger's Syndrome and Pervasive Developmental Delay. Trainings will provide information on student functioning, matching instructional strategies to student needs, social skills, and Applied Behavioral Analysis (ABA).
Research & Best Practices Base	As reported on PaTTAN: In recent years the number of students receiving individualized education plans under the Individual with Disabilities Education Act (IDEA) disability definition of autism has significantly increased in Pennsylvania. This increase suggest a need for school-based programs for students with autism that are well structured and based on the

	<p>principles of ABA.</p> <p>The goal is to assist teams in delivering evidence based interventions for children with autism. A unifying aspect of effective intervention is a basis in clearly defined performance standards, reliable progress monitoring, procedural descriptions of instructional practices, and teacher responsiveness to student progress within a well-sequenced list of skills targeted for instruction. In short, the characteristics of applied behavior analysis clearly overlap with the qualities of effective instruction. Applied Behavior Analysis is a systematic process to achieve socially significant outcomes based on a scientific approach to human behavior.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

	Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles site visits from PaTTAN
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Behavior Support

Description	Mount Carmel Area School District will continue to use a School Wide Positive Behavior Supports as a proactive approach to behavior and to decrease discipline referrals. SWPBS is used at both buildings, each with a coordinating team. Professional development is offered district wide, as well as targeted group training and collaboration.
Person Responsible	Lisa Varano (HS) and Susan Nestico (ES)
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	250
Provider	CSIU, PaTTAN, Eduplanet21, Modern Teacher
Provider Type	Various
PDE Approved	Yes
Knowledge Gain	All of the trainings will focus on positive behavior of students. It will also

	<p>include de-escalation techniques. School Wide Positive Behavioral Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning.</p> <p>In light of the need to increase state assessment scores incrementally so all students reach the proficient level, effective and efficient use of school time is paramount. SWPBS can help significantly in maximizing the time students are engaged in relevant learning tasks.</p> <p>Time “off task” decreases time for instruction; therefore, an approach to school discipline, such as SWPBS, which maximizes learning time is of tremendous value to schools or districts seeking the proficient level of academic achievement for all students. Research has shown that changes such as:</p> <ul style="list-style-type: none"> • differentiated instructional practices; • improved instructional delivery; • consistent, nonpunitive discipline practices; • opportunities to learn prosocial and self-management skills; • consistent, clear rules and high performance expectations; and • consistent enforcement of rules <p>contribute to high achievement and prosocial behavior in children and adolescents.</p>
<p>Research & Best Practices Base</p>	<p>School Wide Positive Behavioral Support is research based; promotes accountability and sustainability through data collection and planned, well-articulated individual building to district level structures; and fosters school-community partnerships at all levels. Furthermore, the SWPBS model conceptually aligns with Pennsylvania’s three-tiered Response to Instruction and Intervention framework.</p> <p>The system is based upon a three-tiered model. The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of supports to all students in a school based on preventative practices which emphasize teaching and reinforcing expected</p>

	<p>student behaviors. Tier two (secondary) provides targeted interventions to support students classified as “at risk,” who require more intervention than is typically provided within tier one universal support. Supports offered in tier three (tertiary) require the most intensive level of intervention for students with the most significant behavioral/emotional support needs.</p> <p>This three-tiered approach does not require less effort than current, non-SWPBS practices, but it channels and focuses school-based efforts, making them more efficient and effective. Characteristics of SWPBS:</p> <ul style="list-style-type: none"> • Interventions are planned and positive rather than reactive and punitive • Conditions (antecedents) contributing to inappropriate behavior are carefully managed or eliminated • Multiple opportunities for positive, corrective feedback are created while negative critical feedback is limited or eliminated • Prosocial behaviors are taught directly, practiced frequently, and routinized so that they become automatic <p>Research supports that a positive, direct instructional approach is more effective than traditional punishment-based alternatives in improving student academic success and improving overall school climate (Horner, 2000; Myers, 2001).</p>
<p>For classroom teachers, school counselors and education specialists</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation</p>

Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Participant survey</p>

Paraprofessional

Description	All paraprofessionals will receive a certificate of completion for attending professional development activities and will maintain a portfolio of completed professional development activities. Some activities are individualized based on the paraprofessional's assignment. Paraprofessionals must earn at least 20 hours of professional development activities per school year.
Person Responsible	Special Education Supervisor; Superintendent's Secretary
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	20
Provider	PaTTAN, CSIU 16, Mount Carmel Area SD, others
Provider Type	Various
PDE Approved	Yes
Knowledge Gain	Paraprofessional will be trained to work with students with special needs. They will also complete First Aide, CPR, and Safe Crisis Management training courses. The paraprofessionals will also be kept abreast of current information related to their specific assignment, such as autism, emotional support, learning disabilities, etc.
Research & Best Practices Base	<p>All PaTTAN paraprofessional trainings are based upon best practices and are research based. Topics presented include: teachers and paraprofessionals working as a team to support students with disabilities, supplementary aides and services-what paraprofessionals need to know, and adaptations to increase student success. All training focuses on roles and responsibilities of the paraprofessional, communication and problem-solving, and teaming to support students in the classroom.</p> <p>In addition, paraprofessional are training in Stop the Bleed and ALICE (active shooter/ intruder training).</p>
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Online-Asynchronous
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Participant survey Portfolio

Reading

Description	As the District implements new/improved reading strategies, student assessment scores will begin to rise.
Person Responsible	Lisa Varano (HS) and Susan Nestico (ES)
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	250
Provider	Central Susquehanna Intermediate Unit #16, PATTAN, Eduplanet21, Modern

	Teacher, Hybrid Learning
Provider Type	Various
PDE Approved	Yes
Knowledge Gain	<p>Reading is not only a core academic subject, but also a core life subject. More than any other single skill, the ability to read and read well allows a child to succeed in school, learn about the world, function in society, and someday have decent job options. As educators it is our job to promote literacy through effective practices in reading, writing, speaking, and listening. While up to 30% of students in school have significant difficulties learning to read, most students with disabilities face even greater challenges. Students with specific learning disabilities and other language-based disorders often have, as the hallmark of their disability, great difficulty learning to read. Students with sensory or processing deficits may be unable to adequately access the visual and auditory codes necessary to read. However, regardless of the etiology of reading difficulty, most students can learn to read given an appropriate systematic reading curriculum.</p>
Research & Best Practices Base	<p>The Every Student Succeeds Act (2015) and the Individuals with Disabilities Education Improvement Act (IDEA 2004) support the involvement of all students in the general education curriculum and the use of research-based interventions to improve student achievement. Additionally, IDEA 2004 permits school districts to use a process to intervene early with struggling students and to determine if a child responds to scientific, research-based intervention as a part of the evaluation procedures for students with disabilities.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional</p>

educators seeking leadership roles	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	Staff members will be better prepared to implement activities to assist students in a smooth transition after graduation, specifically in the areas of independent living, employment, and post-secondary education. The student will be given the resources, or shown how to find the resources, by his or her support staff or the transition coordinator.
Person Responsible	Nicole Lucas Edmondson, Special Education Coordinator/ Director; Tina Giles, Transition Coordinator
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	6.5
# of Sessions	6
# of Participants Per Session	25
Provider	Central Susquehanna Intermediate Unit #16, PaTTAN
Provider Type	IU, PaTTAN
PDE Approved	Yes
Knowledge Gain	Staff will learn how to better prepare students to enter the world of higher education, work, and independent living as well as proper documentation of such activities in the students Individual Education Plan. Such training will not only maintain a high graduation rate among students with disabilities, but will also improve the successful transition into life after high school.
Research & Best Practices Base	IU and PaTTAN staff will present information based upon current research and best practices, in addition to how to contact local agencies that can assist students after graduation. Students, along with a parent, will be offered an individualized transition clinic in his or her junior year. Various agencies will be invited based on the student's interests.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Department Focused Presentation Online-Asynchronous Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Parents</p>
Grade Levels	<p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Transition clinics</p>
Evaluation Methods	<p>Participant survey post-graduation surveys</p>

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer