Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 374
School District Total Student Enrollment 1505
Percent of Students Receiving Special Education 24.9

Steering Committee

Name	Position/Role	Building	Email
Nicole Edmondson	Director of Special Education	Mount Carmel Area SD	edmondsonn@mca.k12.pa.us
Peter Cheddar	Superintendent	Mount Carmel Area SD	cheddarp@mca.k12.pa.us
Lisa Varano	Director of Curriculum	Mount Carmel Area SD	varanol@mca.k12.pa.us
Susan Nestico	Building Principal	Mount Carmel Area El Sch	nesticos@mca.k12.pa.us
Hannah Monger	General Education Teacher	Mount Carmel Area JH	mongerh@mca.k12.pa.us
Tina Giles	Special Education Teacher	Mount Carmel Area HS	gilest@mca.k12.pa.us
William Brecker	Board Member	Mount Carmel Area SD	mcasb2014@gmail.com
Michelle Forti	Parent	Mount Carmel Area SD	Michelle40forti@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)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
3A -- Participation Rate: Develop a communication plan to ensure that parent/ guardians are aware of the assessment dates and times. This is especially important for parents of students that attend e-Learning courses.
3B -- Proficiency Rate: Mount Carmel Area recently hired remediation specialists in order to address learning loss during the 21-22 school year. Remediation will continue during the 22-23 school year. Tutoring and Math/ELA/Science targeted activity periods are planned for the Junior/Senior High School. In the Elementary, activities include Summer Learning Academy, ESY, and after-school tutoring.
3B -- Proficiency Rate: The District will use PVAAS data to view and monitor growth in student with disabilities who participate in PSSAs and Keystones.

Education Environments (Indicator 5)

Improvement and Planning Activity

Mount Carmel Area did not meet the SPP target for Special Education in Other Settings. The SPP Target is 4.8%; MCA is 4.9%. As we are very close to target, the District will continue to make decisions to place students out of district as a last resort when the IEP team feels that the District cannot meet the needs of the student.
The District will plan to expand services and

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

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

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.)
   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. A plan will be developed in conjunction with the Central Susquehanna Intermediate Unit, if further support is deemed necessary, in order to assure FAPE and LRE. Each case would be reviewed individually and the IEP team would first consider education in the public school, including transportation to the district, and then back to the residential facility, to participate in education and any other activities, with supports and services as deemed appropriate. If there is a court order or medical mandate stated the student cannot leave the facility's campus, the student would be educated at the facility. Additionally, the district recognizes that students in residential facilities/ institutions within the district boundaries may arrive already identified. The host district will obtain and follow the student's current IEP from the district of residence, conduct reevaluations according to timelines, revise the IEP if needed, and keep the district of residence informed of the student's status.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   If a 1306 facility existed within the Mount Carmel Area School District, the district would request records from the student's district of residence. Present levels in Reading, Math, Writing, behavior, and other areas of functional performance would be obtained in order for Special Education services to begin at the facility as soon as possible. The LEA of the district of residence will be invited to any reevaluation or IEP meetings held while the student is residing at the facility. Progress monitoring will be completed and communicated to the district of residence. As students are transitioning out of the program to a home district, a team meeting will be held to include parents, interagency providers, and the home district in order to ensure a successful transition to each individual student's home district.

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).

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
   The information below is data taken from the last four years Penn Data SEDRs in the area of: Students educated in the regular classroom 80% or more of the day. The data shows that Mount Carmel Area has improved in this category by 10% over the last 4 years. Mount Carmel Area met the SPP Target in this area. YEAR MCA %STATE % SPP Target % 2020 64% 62.1% 61.5% 2019 58.5% 61.5% No target reported 2018 54% 61.5% 64.1% 2017 52.4% 62.0% 64.1% Mount Carmel Area also met the SPP Target for students in the regular classroom less than 40% of the day. The SEDR shows Mount Carmel Area at a rate of 9%, where the SPP Target is 9.8%. Mount Carmel did not meet the SPP Target of 4.8% for students placed in other settings. The data indicates that the district is at a rate of 4.9%, which is very close to target. This is a slight increase in placement in other settings compared to other years. This can be attributed to the increase in mental health needs in school-age children.
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 Child Study Team, Student Assistance Program (SAP), and MTSS are in place to address the academic and social/emotional needs of all students in need of accommodations in their learning environments. Multi-Tiered System of Supports at Tier 1 and 2 are in place in grades K-12. Regular education teachers discuss struggling learners during child study team meetings, and develop a plan to accommodate students or use interventions in the classroom. The district employs Title 1 and Remediation Specialists in the areas of Reading and Math in order to address any academic needs of all students. Mount Carmel Area uses SWPBIS , in which the Tier 1 and Tier 2 (mentoring and check in/ check out) are utilized at the Elementary level, and Tier 1 at the Secondary level. Plans are in place to expand the Secondary level to Tier 2 in the 22-23 school year.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
   Mount Carmel Area takes a collaborative approach, including parents, special education staff, regular education staff, LEA Representatives, and outside agencies if needed to ensure that students with disabilities are meaningfully participating in the general education curriculum. 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 third grade levels, as well as in

Math and ELA at the 7th and 8th grade levels. 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.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
   Mount Carmel Area has a wide range of extra-curricular activities that include sports, clubs, groups, community sponsored programs and activities. All students are encouraged to participate in these activities regardless of their disability status. The district strives to support students with disabilities in participating in activities to the maximum extent possible with their non-disabled peers. In addition, a preliminary plan is in place to add an interscholastic unified indoor bocce team as a varsity sport for students with and without disabilities. The district believes that all students should receive and be supported in all extracurricular opportunities, regardless of level or category of need.
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?
   When a multi-disciplinary team makes the decision to place a student in a private institution, the LEA Representative ensures that the student and family is aware of district lead extracurricular activities. Students placed in a private institution are considered Mount Carmel Area students and are given information about extracurricular opportunities offered at the District during IEP meetings.
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)
   When reviewing the out of district placements at least annually, services and staffing are taken into consideration. Early Intervention and caseload predictions for the upcoming year are used to identify needs of district programs. Existing staff are assigned to meet current needs, build capacity, and expand programs and services according to the level of need of identified students. The multi-disciplinary team makes every effort to design programming to fit the needs of students that move into the district or is identified with specific, exceptional needs. When the multi-disciplinary teams seeks outside placement, it is to ensure that the student's needs are met. Transition back to the district is discussed at least annually during the student's IEP meeting.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Shamokin Area SD	Other	school district	Shamokin Area SD	Multiple Disabilities Support	1
New Story -- Berwick	Licensed Private Academic		New Story, Inc.	Autistic Support	2

Maple Avenue Campus	Other	public facility	Intermediate Unit #29	Autistic Support	2
Maple Avenue Campus	Other	public facility	Intermediate Unit #29	Emotional Support	3
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	1
Work Foundations +	Other	public facility	Intermediate Unit 16	Life Skills Support	5
Priestly Elementary School	Other	school district	Intermediate Unit #16	Autistic Support	1
Five Star	Other	partial hospitalization program	Intermediate Unit #16	Emotional Support	1

Positive Behavior Support

Date of Approval
2020-12-02

Uploaded Files
Behavior Support 113.2.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   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 or Mentoring. 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 (FBA) 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. In addition, two guidance counselors per building, a social worker, and school psychologist are available to address emotional and social needs as well as crisis situations. A School Based Behavioral Health team is located in each building to provide mental health counseling, medication management, and psychological evaluations if needed to students identified as being eligible for the service. A CASSP team is available to guide students and families to out-patient mental health programs available using private insurance or medical assistance. These team meetings are held on the MCASD campus.
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.
   Staff are trained in APL techniques and School Wide Positive Behavior Support. Refreshers are offered annually. Special Education staff are trained in writing Positive Behavior Support Plans based on Functional Behavior Assessments, which are embedded in the IEPs of students that exhibit behaviors that impede their learning or the learning of others. A select team is certified in Safe Crisis Management, which includes specific training on de-escalation techniques as part of the training.
3. Describe the district positive school wide support programs.
   Mount Carmel Area's School-Wide Positive Behavior Support Program, Tornado PRIDE (Preparation, Respect, Integrity, Dedication, Effort). This is a school wide system of supports that includes proactive strategies for defining, teaching, and supporting appropriate student

behaviors. The school will benefit by creating a positive environment, which will aid in more successful learning. The school focus is to shift the emphasis from being reactive in addressing behaviors and social skills to being proactive in prevention. We, as a district and school community, will be teaching appropriate behaviors through modeling, teaching, and the use of positive rewards. Students who are caught doing well will be rewarded for such behaviors (Tornado Tickets). This program has a large emphasis on respect and integrity for our students.

4. Describe the district school-based behavior health services.
   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.
5. Describe the district restraint procedure.
   The District has a team of staff members, including trainers, who are trained and certified annually in Safe Crisis Management (SCM). SCM includes de-escalation techniques. The use of physical restraints are used as a last resort. The least restrictive form of restraint necessary will be used when a student is in need of crisis intervention and exhibiting behaviors that put the student or others in danger of injury and other less restrictive techniques have proven to be less effective. If a restraint is carried out with a student, those involved must complete a report and submit it to the special education office. Documentation of the use of physical restraints will be reported to PDE, as required quarterly. Parents and administrators are informed of the restraint immediately. An IEP meeting will be convened within 10 school days of the restraint, unless the parent, after written notice, agrees in writing to waive the meeting. During the IEP meeting, the team shall consider whether the student needs a FBA, re-evaluation, a new or revised PBSP, or a change in placement to address the inappropriate behavior.

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.

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. This can be face to face instruction, virtual instruction or a combination of both in-person and virtual instruction. 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.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TV3188	Multiple	Full-time (1.0)	06/07/2022 02:25 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		40
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
Students are seen individually or in small groups within age range. The caseload is within a K-6 building.		0.62

Building Name		
Mount Carmel Area JH		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15
Age Range Justification		**FTE %**
		0.23

Building Name
Mount Carmel Area HS

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NC3148	Elementary	Full-time (1.0)	06/07/2022 02:18 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		65
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
Students are seen individually or in small groups within age range. The caseload is within a K-6 building.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LC3126	Secondary	Full-time (1.0)	06/07/2022 12:37 PM

Building Name		
Mount Carmel Area HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.15

Building Name		
Mount Carmel Area JH		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.45

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
KL3160	Secondary	Full-time (1.0)	06/07/2022 01:29 PM

Building Name		
Mount Carmel Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.38

Building Name		
Mount Carmel Area JH		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JK4219	Secondary	Full-time (1.0)	06/07/2022 12:56 PM

Building Name

Mount Carmel Area JH		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 14
Age Range Justification		**FTE %**
		0.02

Building Name		
Mount Carmel Area JH		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.25

Building Name		
Mount Carmel Area JH		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.2

Building Name		
Mount Carmel Area JH		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.04

Building Name		
Mount Carmel Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 20
Age Range Justification		**FTE %**
Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.		0.16

Building Name

Mount Carmel Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 18
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TG4217	Secondary	Full-time (1.0)	06/07/2022 01:29 PM

Building Name		
Mount Carmel Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.44

Building Name
Mount Carmel Area HS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BK4218	Secondary	Full-time (1.0)	06/07/2022 01:04 PM

Building Name		
Mount Carmel Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		23
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JK3161	Secondary	Full-time (1.0)	06/07/2022 01:05 PM

Building Name		
Mount Carmel Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		27
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS4221	Secondary	Full-time (1.0)	06/07/2022 01:06 PM

Building Name		
Mount Carmel Area JH		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KG4125	Secondary	Full-time (1.0)	06/07/2022 01:07 PM

Building Name		
Mount Carmel Area JH		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		22
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB5083	Elementary	Full-time (1.0)	06/07/2022 01:15 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12

Age Range Justification	FTE %
	0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CH5088	Elementary	Full-time (1.0)	06/07/2022 01:16 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB5088	Elementary	Full-time (1.0)	06/07/2022 01:18 PM

Building Name
Mount Carmel Area El Sch
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS3162	Elementary	Full-time (1.0)	06/07/2022 01:23 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 3 year age span.		0.4

Building Name
Mount Carmel Area El Sch
Support Type
Emotional Support
Support Sub-Type

Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 12
Age Range Justification		**FTE %**
Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 3 year age span.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JS5087	Elementary	Full-time (1.0)	06/07/2022 01:25 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 13
Age Range Justification		**FTE %**
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BD5085	Elementary	Full-time (1.0)	06/07/2022 01:28 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.75

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
KM5033	Elementary	Full-time (1.0)	06/07/2022 01:31 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 7
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TT5026	Elementary	Full-time (1.0)	06/07/2022 01:40 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NB3142	Elementary	Full-time (1.0)	06/07/2022 01:41 PM

Building Name	
Mount Carmel Area El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	12

Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NS3157	Elementary	Full-time (1.0)	06/07/2022 01:42 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JE5072	Elementary	Full-time (1.0)	06/07/2022 01:43 PM

Building Name
Mount Carmel Area El Sch
Support Type
Learning Support

Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 6
Age Range Justification		**FTE %**
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JS5070	Elementary	Full-time (1.0)	06/07/2022 01:45 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 13
Age Range Justification		**FTE %**
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EZ5079	Elementary	Full-time (1.0)	06/07/2022 01:47 PM

Building Name		
Mount Carmel Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 8
Age Range Justification		**FTE %**
		0.6

Special Education Facilities

Building Name		**Room #**
Mount Carmel Area El Sch		PK2
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
33 feet, 6 inches x 25 feet, 3 inches	845sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

1Assurance Check

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

Building Name		**Room #**
Mount Carmel Area El Sch		PK3
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
33 feet, 6 inches x 25 feet, 3 inches	845sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

2Assurance Check

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

Building Name		**Room #**
Mount Carmel Area El Sch		K06
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
33 feet, 6 inches x 25 feet, 3 inches	845sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Mount Carmel Area El Sch		SEPTLS
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 6 inches x 23 feet, 0 inches	678sqft	24
Implementation Date		
2022-06-09		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Mount Carmel Area El Sch		LABPTLS
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 6 inches x 23 feet, 0 inches	678sqft	24
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name		**Room #**
Mount Carmel Area El Sch		SG03
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 23 feet, 0 inches	644sqft	23
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name	**Room #**
Mount Carmel Area El Sch	SG05

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 26 feet, 3 inches	708sqft	25
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name		Room #
Mount Carmel Area El Sch		SSR
School Building		**Building Description**
Elementary		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
26 feet, 0 inches x 20 feet, 0 inches	520sqft	18
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name		**Room #**
Mount Carmel Area HS		217
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
33 feet, 0 inches x 20 feet, 8 inches	682sqft	24
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name	**Room #**
Mount Carmel Area JH	125
School Building	**Building Description**
JR/SR High	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 14 feet, 8 inches	410sqft	14
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name		Room #
Mount Carmel Area HS		219
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
29 feet, 8 inches x 28 feet, 0 inches	830sqft	29
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name		**Room #**
Mount Carmel Area JH		221
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 15 feet, 4 inches	429sqft	15
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name		**Room #**
Mount Carmel Area HS		214
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
33 feet, 0 inches x 12 feet, 4 inches	407sqft	14

Implementation Date
2022-06-09
Uploaded Files

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	

Building Name		**Room #**
Mount Carmel Area HS		218
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
28 feet, 0 inches x 9 feet, 8 inches	270sqft	9
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name		**Room #**
Mount Carmel Area HS		232
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
40 feet, 0 inches x 36 feet, 0 inches	1440sqft	51
Implementation Date		
2022-06-09		
Uploaded Files		

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	

Building Name		**Room #**
Mount Carmel Area HS		235
School Building		**Building Description**
JR/SR High		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
33 feet, 0 inches x 29 feet, 4 inches	968sqft	34
Implementation Date		
2022-06-09		

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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	

Special Education Support Services

17Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	4	Secondary	District
Paraprofessionals	17	Elementary	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District
Transition Coordinator	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
VB-MAPP (verbal behavior principles)			
Lead Person/Position		**Year of Training**	
Autism Support Teachers		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit Other	Parents Paraprofessionals Special Education Teachers

Description of Training			
Unique Learning System			
Lead Person/Position		**Year of Training**	
Autism and Life Skills Support Teachers		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Intermediate Unit	Special Education Teachers

Positive Behavior Support

Description of Training			
Functional Behavior Assessments (FBA) and Positive Behavior Support Plans (PBSP)			
Lead Person/Position		**Year of Training**	
School Psychologist, Emotional Support Teachers		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District Intermediate Unit PaTTAN	Parents Paraprofessionals Special Education Teachers

Description of Training			
APL and School-Wide Positive Behavior Support			
Lead Person/Position		**Year of Training**	
APL trainer, Building Principals		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals

Description of Training			
Safe Crisis Management (SCM)			
Lead Person/Position		**Year of Training**	
SCM Trainers		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
7	2	Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
ACCESS reporting			
Lead Person/Position		**Year of Training**	
ACCESS coordinator		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

3	1	District	Central Office Administrators Paraprofessionals

Description of Training			
CPR and First Aid			
Lead Person/Position		**Year of Training**	
School Nurse		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
District Paraprofessional Training			
Lead Person/Position		**Year of Training**	
Special Education Director, Building Principals		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training
Indicator 13 Transition Course

Lead Person/Position		Year of Training	
PaTTAN/ Schoology		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	PaTTAN	Special Education Teachers Other

Description of Training			
Google Drive -- Transition Resources			
Lead Person/Position		**Year of Training**	
Transition Coordinator		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Special Education Teachers

Science of Literacy

Description of Training			
Unique Learning System/ N2Y			
Lead Person/Position		**Year of Training**	
Special Education Director		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District Intermediate Unit Other	Special Education Teachers

Description of Training	
Raz Kids -- leveled books, literacy, monitoring student progress	
Lead Person/Position	**Year of Training**
Special Education Director	2022-25

Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Other	Special Education Teachers

Parent Training

Description of Training			
Families and Schools Together (FAST)			
Lead Person/Position		**Year of Training**	
Asst. Principal (Elem)		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2.5	8	District Other	Parents

Description of Training			
Strengthening Families			
Lead Person/Position		**Year of Training**	
SAP Team		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District Other	Parents

Description of Training			
OVR 101 Parent Training			
Lead Person/Position		**Year of Training**	
OVR Representative, Transition Coordinator		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

2	1	Other	Parents

Description of Training			
The Evaluation and IEP Process, supports available for students with disabilities			
Lead Person/Position		**Year of Training**	
Special Education Director		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Parents

IEP Development

Description of Training			
Legally Defensible IEPs			
Lead Person/Position		**Year of Training**	
Andy Faust/ Sweet Stevens Katz and Williams		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit Other	Central Office Administrators Special Education Teachers

Description of Training			
Special Education Timelines and Procedures			
Lead Person/Position		**Year of Training**	
Director of Special Education		2022-25	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4		

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