

Moniteau SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

1810 W Sunbury Rd
 West Sunbury, PA 16061
 (724)637-2117
 Superintendent: Sean Arney
 Director of Special Education: Dean Hoffman

Planning Committee

Name	Role
Michael Arney	Administrator : Professional Education Special Education
Lance Fox	Administrator : Professional Education Special Education
Nicole Fox	Administrator : Professional Education Special Education Schoolwide Plan
Aubrie Schnelle	Administrator : Professional Education Special Education
Dustin Thompson	Administrator : Professional Education Special Education Schoolwide Plan
Linda Dillaman	Board Member : Professional Education Special Education Schoolwide Plan
Trixie Heck	Board Member : Special Education
Michael Panza	Board Member : Special Education
Brianne Young	Ed Specialist - Other : Special Education
Mindyann Berman	Ed Specialist - School Psychologist : Professional Education Special Education
Amy Spiegel	Elementary School Teacher - Regular Education : Special Education
Amanda Miner	Elementary School Teacher - Special Education : Special Education
Pam Kress	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Emily Spaugh	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Angelo Volpe	High School Teacher - Regular Education :

	Professional Education Special Education Schoolwide Plan
Zachary Hefferan	High School Teacher - Special Education : Special Education
Janeen Beatty	Parent : Professional Education Special Education Schoolwide Plan
Jennifer Jamison	Parent : Special Education
Dean Hoffman	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 260

Identification Method

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

The majority of students that qualify for Special Education in the Moniteau School District are referred and identified as exceptional prior to their grade 2 year while attending elementary school. Early identification and intervention are viewed as essential to maximize response to specially designed instruction (SDI). The district relies heavily on the use of the Instructional Support Team (IST) and Response to Instruction and Intervention (RtII) combined with a variety of empirically-based intervention strategies and full day kindergarten tutoring four days per week to determine which students are unable to profit from instruction without specially designed instruction. As part of the IST/RtII process, students receive vision, hearing and speech and language screening. The team reviews these results along with cumulative school records and the results of curriculum and performance based assessment (e.g. PSSA, AIMSweb, Classroom Diagnostic Test (CDT)). Systematic observations of students are also conducted. The Instructional Support Team reviews the data and develops strategies to address the educational deficits. All students in the Primary grades participate in RtII groups during the week. Progress monitoring is conducted and reviewed to determine the effectiveness of the strategies and interventions that are incorporated into instructional methods for each student. Students who are unable to meet with expected success, despite high fidelity execution of strategies, are referred for a Multi-Disciplinary Team (MDT) evaluation. Students may qualify as exceptional based on the traditional discrepancy model (intellectual versus academic achievement) or the more current Response to Instruction and Intervention model. At this time, the Moniteau School District utilizes the Discrepancy Model to determine a severe discrepancy between ability and achievement and is diligently working toward utilizing the Response to Instruction and Intervention model within the Multi-Tier System of Supports (MTSS) in the identification of exceptional students.

Criteria for the Discrepancy Model are:

- A pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development
- The student does not achieve adequately to the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved

grade level standards and level of English language proficiency, oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving

- The relevant behavior noted during the observation of the child
- The relationship of that behavior to the child's academic functioning
- The educationally relevant medical findings, if any
- The determination of the team concerning the effects of environmental, cultural, or economic disadvantage

Students can also be referred to a Multi-Disciplinary Evaluation by parental request. Parents are informed of their right to request, at any time, an evaluation for special education services. Upon receipt of written request, the Local Education Agency (LEA) provides the parent with the Permission to Evaluate form.

Most referrals to conduct a Multi-Disciplinary Evaluation at the high school are made by parental request. A small number of students are referred by teachers through the Pupil Personnel Committee or through the Student Assistance Program (SAP). These are often students who have transferred into the district and have not gone through the rigorous screening and evaluation process in effect at the elementary level. Eligibility is determined by the same methods utilized at the elementary level.

Enrollment

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

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

The negative disproportionality between special education inside the regular class 80% or more is 8.6% lower between state and LEA. The school district has started a co-teaching initiative in grades 2 - 12 to keep more students in the regular education classes and has hired more paraprofessionals to help students be successful in the regular education class with supplemental aides and services. There is positive data between State and LEA Emotional Disturbance percentage. The LEA is 3.6% less than the state average. The district credits it's schoolwide behavior management program for the reduction in this number.

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 Moniteau School District does not currently have any students that are affected, however, if circumstances should occur, the district would create a collaborative relationship with the facility and be a member of the Individualized Education Program (IEP) team. The district would develop protocol to provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The district has no current problems or barriers which would limit the district's ability to meet its obligations under Section 1306.

Incarcerated Students Oversight

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

There are no prisons or other facilities for incarcerated students within the District. If a facility were to locate within the District, the District would utilize existing Child Find procedures to develop a system to ensure that a free appropriate public education (FAPE) is available, to provide for any student identified and in need of special education services, and to participate in that student's IEP.

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.

The Moniteau School District is committed to utilize Least Restrictive Environment principles when placing a student in the most appropriate educational placement. The determination of the Least Restrictive Environment is a decision that is considered by the IEP team. The IEP team starts with a regular education setting with supplementary aids and services and moves away from that setting only when a student is unable to make meaningful progress in the general education curriculum or when the student is interfering with the learning of the other students.

The Moniteau School District is able to provide services along the full spectrum of student needs either in the school district or in programs operated by the Midwestern Intermediate Unit IV in neighboring school districts, especially for those students in low incidence populations. Programming is also provided through private facilities operated in the county. Placement decisions are discussed and determined at the IEP meeting by the IEP team. Placement flows through the following process:

- Placement decision is made at the IEP meeting by the IEP team.
- Full-range of the student's needs are discussed and determined.
- Full-range of placement options are discussed and considered beginning with the services available in the General Education setting.
- Movement to a placement outside the school district is considered only when services can not be beneficial or appropriately delivered in the general education setting. Decisions for placement will be made solely upon the educational needs of the individual student.

Moniteau School District implemented the Co-Teaching model in 2011. This model has expanded our level of support available to students in our special education programs. The district contracted with the Keystone Group to provide on-site training and consultation for the Co-Teaching model. Since 2011, the district has expanded its use of co-teaching into different grades and classes as needed for the special education students in our district.

The Moniteau School district started the Tribe Program in 2015. This is an in-house credit recovery and alternative program to help students continue their education in the neighborhood school setting without going to an alternative placement outside the regular school. Several of our special education students have been very productive in this program and are able to stay in the neighborhood school setting to graduate for high school. Moniteau School District believes that by the placement of non-traditional students in the Tribe Program, we are providing an educational opportunity and setting that will allow the school system to utilize a specialized curriculum and counseling program which will address their specific needs.

Whenever a student is placed outside the regular education setting within or outside the home school building or the district, the IEP team will consider opportunities for the student to participate in appropriate programs and extra-curricular activities in inclusionary settings. The Moniteau School District will provide related services to enable students to participate in extra-curricular

activities both within the district or at the student's attending school. The staff will work closely with out-of district personnel to ensure opportunities for integration.

The State Performance Plan (SPP) targets for Educational Environments are continually monitored and reported on at the Board Level monthly. As of the District's 12/1/16 Child Count, 4.9% (14) of the students receiving Chapter 14 services were placed out of the district. This number represents a decrease in placements from the previous years. Out-of-District placements were determined at annual IEP meetings upon the exhaustion of all other LRE options. In addition, Moniteau School District is committed to contracting with out of district programs whose environments meet district standards and expectations for LRE within their own setting.

In-district, Moniteau is committed to increasing the number of students educated inside the regular education class by implementing Co-Teaching and carefully analyzing supplementary aids and services for individual students. The following is a list of supplementary aids and services which have been utilized:

Collaboration:

- Students are supported through co-teaching, para-educators, and professional development
- Designated time for co-planning and team meetings (Elementary shared "Specials" planning time, Secondary daily 2:30-3:00, Secondary and Elementary Common Planning Time.)
- Opportunities for parent collaboration
- Diverse learning needs

Instruction:

- Modified curricular goals
- Alternative ways for students to demonstrate learning
- Test modification
- Alternative materials (books on tape, large print, etc.)
- Research base supplementary materials
- Instructional adaptation: reteaching, repeat directions, additional examples, etc..

Physical:

- Furniture arrangement (i.e. Standing desks)
- Seating proximity
- Adjustment to sensory inputs (light, sound, etc.)

Social/Behavioral:

- Social Skills instruction
- Counseling support
- Behavior Intervention Plan
- School wide positive behavior plan.

Moniteau School District has utilized site-based training, consultation and assistance opportunities through PDE/PaTTAN and MIU4 for the following:

- Instructional Practices for an Effective Classroom (Actively Engaging Students, Behavior Intervention)
- Research Based strategies for students with Autism
- Social-Emotional Learning
- School-Wide Positive Behavior Support
- Functional Behavior Assessment
- Autism Spectrum Disorder
- Compliant/Defendable IEP Documents
- Indicator 13/14
- Writing Positive Behavior Intervention Plans
- De-Escalation and Crisis Prevention
- Inclusive Practices
- Common Core Standards
- Teacher Effectiveness
- SAS Portal/CDT
- LETRS
- Data Driven Decision Making: PVASS/eMetric/Office Discipline Referrals
- Para Educator Series
- Differentiated Instruction
- Co-Teaching Practices

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.

Moniteau School District adopted Board Policy 113.2 Behavior Support on February 22, 2010. Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Moniteau School District initiated School-Wide Positive Behavior Support Program (SWPBS) in the 2011-2012 school year. The program is designed to emphasize school-wide support systems that include proactive strategies for defining, teaching, and supporting appropriate student behaviors and creating a positive school environment. The Program focuses on the 4 B's – Be Safe, Be Respectful, Be Responsible, Be Productive.

The School Wide Positive Behavior Team has worked with all staff members to create expectations for students in all areas of the building. These expectations are posted throughout the building to remind students of the appropriate behaviors. At the Elementary level, an assembly is held during the first week of school highlighting these expectations so students are aware of what each action looks like. When students are observed following the 4 Bee's, they will gain the opportunity to receive a bee slip. The slips are used to purchase items at the school store weekly. Additionally, teachers are required to nominate a student each month for student of the month and they are given a sign to be posted in their yard for the month. At the Secondary level, class meetings are held during the first week of school to demonstrate to the students what appropriate behavior in various areas of the school would look like; for example: classroom, hallway, cafeteria, and restroom. All

teachers at the secondary level develop classroom management plans with clear expectations. These expectations are shared with the students during the first week of school in all classes. When students are observed exhibiting one of the positive behavior, staff members may recommend the student for student of the week recognition and the student will be recognized at our monthly board meeting. Our Moniteau Mentors program supports the ongoing efforts of the positive behaviors of our students throughout the year, but is especially evident during the transition day programming at the high school.

In order for the School Wide Positive Behavior program to be successful, students must demonstrate appropriate behavior and reduce disruptive and inappropriate behaviors. The consequences are fair and consistent for all students. Our goal is to intervene before the behavior becomes a problem. As a result, students who do not follow the positive behavior program at the Secondary level will receive a School Wide Discipline referral. Discipline will then be administered on a progressive basis. Elementary level students who do not follow the Four Bee's will be asked to reflect on their actions in Bee-Havior Time. During this time student will be asked to take 5-10 minutes to sit quietly in the back of the classroom and reflect on these disruptive behaviors. If a student fills out two Bee-Haviors slips in class and the action occurs again, the student will then be required to take a Bee-Havior Time (Take-Home) form where they will discuss the behavior with a parent and develop a plan to eliminate these actions. Data is collected at both building levels and used by the administration to determine what type of additional support or individual support is needed for the students.

The Moniteau School District has provided district-wide training for all staff in nonviolent crisis intervention, de-escalation training and safety mechanics techniques. These techniques emphasize early intervention and nonphysical methods for preventing or managing disruptive behavior. Staff learn how to identify behaviors that could lead to a crisis, how to most effectively respond to each behavior to prevent the situation from escalating, how to use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent, and how to cope with their own fear and anxiety.

The Moniteau School District has accessed the services of the Intermediate Unit to assist in the implementation of Behavior Intervention Plan (BIP) and with the completion of Functional Behavioral Assessments (FBA).

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.

The Moniteau School District does not have a problem in providing FAPE for any of our students. IEP teams work diligently to ensure students are placed within a Least Restrictive Environment (LRE) based upon educational needs of individual students. If a situation would arise that the district would require assistance in securing an appropriate setting for an identified student, the District would contact the Intermediate Unit.

The Moniteau School District has experienced successful programs for Emotional Support and Autistic Support placements within Intermediate Unit operated classes and programs. Additionally, D.T. Watson and St. Stephen's School has provided successful Autism, Emotional Support and multiple-disabilities programs.

The Moniteau School District plans to maintain its interagency collaboration and relationship exploring additional supports should the need arise during the life of this plan.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Current Program Strengths and Highlights:

- Strong Administrative support
- Collaboration with Midwestern Intermediate Unit IV, Riverview IU #6, and neighboring school districts (i.e. Slippery Rock and Butler)
- Highly qualified staff and paraprofessionals
- Positive parent relationships and participation in IEP meetings
- Use of research-based curriculums in reading and math
- Participation in training provided by PaTTAN and Midwestern Intermediate Unit IV(RtII, Co-teaching, Contact and Transition meetings, School Wide Positive Behavior Support)
- Collaborative Interagency relationships
- Ability to provide continuum of services through participation in cooperative efforts with the Midwestern Intermediate Unit IV and approved private programs.
- Continued Instructional Support Team at the elementary level
- Continued growth of Student Assistance Program at the Moniteau Jr-Sr High School and Dassa Elementary School.

- Using Co-teaching and the use of paraprofessionals to support Least Restrictive Environment
- Providing staff development programs promoting Data-Driven Instruction, Autism, Positive School Wide Behavior Support
- Utilizing PVAAS assessment data to drive instruction to improve progress.
- Addition of a Remedial Math program to assist students with Basic and Below Basic test scores
- In-service to professional and paraprofessional staff relating to Co-Teaching model and Behavior Modification
- Continued participation for students at the Butler County Area Vocational-Technical School
- Provision of paraprofessionals to assist students so they may be educated in their neighborhood school
- Life Skills Support program at Elementary and Secondary level
- Autistic Support program at Elementary and Secondary level
- Cyber Services at Elementary and Secondary level
- Implementation of Co-Teaching model grades 2-12
- Transition Services
- Community Based Instruction for Transition
- SAP and PPT
- Administrative Support: Special Education Contact meetings, PAIU updates
- Interaction between Regular Education and Special Education staff continues to serve the best interest of the child
- High quality of IEPs
- Agency involvement and attendance at IEP meetings

The Moniteau School District is committed to providing our students with educational programs that provide not only the essential elements but also the related services that enable our students to become productive members of the community. The Moniteau School District, through contracted services with the Midwestern Intermediate Unit IV and private providers continues to provide a full spectrum of services to all students.

The Moniteau School District completed a cyclical monitoring conducted by the Bureau of Special Education in the Spring of 2016.

Moniteau School District operates its own Life Skills Support and Autistic Support at both the Elementary and Secondary levels. By providing these services to our students in the district, the district decreased the number of students educated outside the district (Least Restrictive Environments). Students are included in daily activities with their grade level peers. These activities included lunch, recess, opening, specials, classroom celebrations, and academics when appropriate.

At the Dassa McKinney Elementary School there are four Learning Support classrooms. One classroom provides services for the primary students and three classrooms provide services for students in Grades 4- 6. The elementary Learning Support program has 4 paraprofessionals which assist students in the Special Education classroom and while accessing the general education curriculum. Currently, the district has two child specific paraprofessionals to assist students throughout their school day so the students are able to receive instruction in the student's neighborhood school. The district has a full-time program to provide Speech and Language Support to students requiring intensive speech and language services. The Moniteau School District employs two Speech/Language therapists to provide itinerant services to students K-12. Dassa McKinney Elementary has a full-time Life Skills Support program to meet the needs of those students with significant cognitive disabilities. This program currently has one paraprofessional to assist students in both the Special Education and Regular Education setting. This program also provides services to students from the Slippery Rock Area School District. An Elementary Autistic Support program has been added to meet the itinerant level needs of those students who are diagnosed with Autism, Pervasive Developmental Disorder, or Aspergers Syndrome.

Moniteau Jr/Sr High school has four Learning Support Teachers, one Autistic Support Teacher and one Life Skills Support Teacher. The district employs two full-time paraprofessionals who provide assistance in the general education classroom setting, one full-time paraprofessional in the Life Skills program and 5 child specific aides. The Moniteau Jr-Sr High School offers services including Itinerant and Supplemental Support. Co-teaching and the use of paraprofessionals in the general education classrooms has increased the number of students who are included in the regular education setting during the entire school day. Exceptions are based on student needs. Students who have an interest in attending the Butler County Vocational-Technical School are provided the opportunity to attend during the tenth, eleventh and twelfth grade years. Many of our students take advantage of this program. This service is an essential avenue that aligns with transition plans. Forty-one *percent* of our eleventh and twelfth special education students attend the Butler County Vocational-Technical School. Beginning in the 2018 - 2019 school year, all tenth grade student will be able to attend the Butler County Vocational-Technical School.

District students that are identified with low incidence disabilities attend programs operated by the Midwestern Intermediate Unit IV in neighboring school districts or attend D.T. Watson Education Center. We have students participating in their a High school Autistic Support programs, as well as center based Emotional Support classes.

The district contracts with the Midwestern Intermediate Unit IV for programs for Deaf and Hearing Impaired Support as well as Blind and Visually Impaired Support. Related Services, contracted

through the Midwestern Intermediate Unit IV, include Physical Therapy, Occupational Therapy, and Assistive Technology.

The Moniteau School District has a highly qualified and dedicated staff and paraprofessionals. The staff have fulfilled their Act 48 requirements by attending conferences hosted by PaTTAN and the Midwestern Intermediate Unit. Professional development continues in the areas of reading, math, and progress monitoring. The district provides professional development through a coordinated program of activities developed by the Act 48 committee. The district provided professional development regarding Special Education Compliance, Functional Behavior Assessment and Behavior Modifications by using the expertise of the IU staff. The entire staff works collaboratively to maintain the Least Restrictive Environment. The Moniteau School District Administration is supportive of the Special Education programs and services provided to the students and families in our community.

The Moniteau School District utilizes an Instructional Support Team (IST) at the elementary school and employs a full-time teacher to operate the program. The goal of the IST program continues to be to identify interventions and instructional strategies to enable students to make meaningful progress in the general education setting prior to initiating the Special Education process. The IST program is designed to meet the needs of students who are experiencing academic or behavioral difficulties. Through the use of the IST process our goal is for the student to experience success while remaining in the general education curriculum. It is a short term process that provides a long term solution for students experiencing difficulties in school. Classroom teachers meet with the IST/RtII teacher to target specific students and determine a remediation plan. Progress monitoring is used to determine student progress. Follow-up meetings with the classroom teachers gives them additional interventions and strategies to utilize for remediation. Administration and Staff members continue to attend RtII trainings at the Midwestern Intermediate Unit IV to plan, develop and implement a Response to Intervention and Instruction(RtII) model. At this time, the district is not using this process to identify students with Specific Learning Disabilities (SLD).

The Moniteau School District utilizes the Student Assistance Program (SAP), a group of trained and certified volunteers who identify and eliminate barriers to a student's education, at the elementary and high school level. The goal of the program is to help students succeed in school by removing all barriers to learning. A learning barrier is anything that may distract or impede the education of the student. These barriers include: tobacco, drug and alcohol use, discipline or defiance concerns, divorce or parent separation, loss of a loved one, relationship issues, social issues, and academic failure. The teams are comprised of teachers, counselors, and administrators who have received training in identifying learning barriers and procedures necessary to assist to remove these obstacles. Students can be referred by himself or herself, family members, teachers or other school personnel, or another student. Once a student is referred and consents are signed, the SAP team and Liaison complete an assessment with the student and interview the parent(s). The Liaison then makes recommendations and provides information about services and supports in the school and community. The team will work with family and staff to ensure a safe and productive learning environment based on the individual needs of the student. Students will continue to be monitored to

facilitate progress and address any additional concerns.

The Moniteau School District has met State and AYP targets for both graduation and drop-out rates. The district will continue to monitor both targets with plans to reach 100% graduation rates and 0% dropouts. The district is committed to maintaining and exceeding our current targets in these areas.

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
St. Stephen's Academy	Other	Full time licensed private placement for Learning Support, Emotional Support, Autistic Support, and Regular Education Students	6
D.T. Watson Education Center	Approved Private Schools	Autistic Support, Multi-Handicap Support	2
Mercer Area School District	Neighboring School Districts	Full-time Autistic Support program operated by MIU IV	1
Adelphoi Village	Other	Full-time private placement for Learning Support, Emotional Support and Regular Education Students	1
Allegheny Clarion Valley School District	Neighboring School Districts	Autistic Support classroom run by RIU #6	1
Center Avenue School - Butler School District	Neighboring School Districts	Center based Emotional Support placement	1
Wilmington Area School District	Neighboring School Districts	Autistic Support program run by the MIU #4	1
Home	Instruction in the Home	Instruction in Home service provided by MIU #4	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	10	0.75
Locations:				
Dassa Elementary 6	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 13	3	0.25
Locations:				
Dassa Elementary 6	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 20, 2018

Reason for the proposed change: Change of caseload from last time special education plan was written.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	14	0.8
Locations:				
Dassa Elementary 5	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	3	0.2
Locations:				
Dassa Elementary 5	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 20, 2018

Reason for the proposed change: Change of caseload from last time special education plan was written

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	11	0.75
Locations:				
Dassa Elementary 4	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	6	0.25
Locations:				
Dassa McKinney Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 20, 2018

Reason for the proposed change: Change of caseload from last time special education plan was written

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	14	0.8
Locations:				
Dassa Elementary k3	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%)	Emotional Support	6 to 8	2	0.2
Locations:				
Dassa McKinney Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 20, 2018

Reason for the proposed change: Change of caseload from last time special education plan was written.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	2	0.5
Locations:				
Dassa Elementary 3	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	16	0.5
Locations:				
Dassa Elementary 3	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 20, 2018

Reason for the proposed change: Change of caseload from last time special education plan was written

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	32	1
Justification: Speech teacher cover the whole elementary school				
Locations:				
Dassa Elementary BY	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 20, 2018*Reason for the proposed change:* Change of caseload from last time special education plan was written**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	5	0.5
Justification: Autistic Support Itinerant covers all grades in the elementary school.				
Locations:				
Dassa Elementary AS	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	12 to 12	1	0.2
Locations:				
Moniteau Jr/Sr High School	A Junior 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	17 to 18	2	0.3
Locations:				
Moniteau Jr/Sr High School AS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***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	9	1
Justification: The Classroom Teacher only sees those students in age appropriate groups				
Locations:				
Dassa Elementary LSS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 20, 2018*Reason for the proposed change:* Change of caseload from last time special education plan was written**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	22	0.75
Justification: The Speech Therapist only sees those students in age appropriate groups				
Locations:				
Dassa Elementary Speech	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	12 to 14	3	0.25
Locations:				
Moniteau Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 20, 2018*Reason for the proposed change:* Change of caseload from last time special education plan was plan. Teacher works with Itinerant students at the Jr/Sr high school as a resource for all of the fully mainstreamed student.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 19	29	0.8
Justification: Teacher works with students in age appropriate groups. Most of the time in individual setting.				
Locations:				
Jr/Sr High School BS	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	Deaf and Hearing Impaired Support	15 to 17	2	0.1
Locations:				
Jr/Sr High School BS	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	Speech and Language Support	15 to 15	1	0.1
Locations:				
Moniteau Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 20, 2018

Reason for the proposed change: Change of caseload from last time special education plan was written.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	5	0.2
Locations:				
Jr/Sr High School WT	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	13 to 18	7	0.4
Justification: The Learning Support Teacher only sees those students in age appropriate groups				
Locations:				
Jr/Sr High School WT	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
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	16 to 16	1	0.2
Locations:				
Jr/Sr High School WT	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	16 to 16	1	0.1
Locations:				
Moniteau Jr./Sr. High School	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	14 to 14	1	0.1
Locations:				
Moniteau Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 20, 2018

Reason for the proposed change: Change of caseload from last time special education plan was written

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	9	0.5
Locations:				
Jr/Sr High School ZH	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	13 to 17	6	0.3
Locations:				
Jr/Sr High School ZH	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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	18 to 18	1	0.2
Locations:				
Jr/Sr High School ZH	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 20, 2018

Reason for the proposed change: Change of caseload from last the special education plan was written.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.2
Locations:				
Jr/Sr High School AM	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	12 to 17	13	0.6
Justification: The Learning Support Teacher only sees those students in age appropriate groups				
Locations:				
Jr/Sr High	A Junior/Senior High	A building in which General Education		

School AM	School Building	programs are operated		
------------------	-----------------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.1
Locations:				
Jr/Sr High School AM	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	13 to 13	1	0.1
Locations:				
Jr/Sr High School AM	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 20, 2018

Reason for the proposed change: Change of caseload from last time special education plan was written.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 13	1	0.2
Locations:				
Jr/Sr High School LSS	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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 118	7	0.8
Justification: The classroom teacher only sees those students in age appropriate groups.				
Locations:				
Jr/Sr High School LSS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	Dassa Elementary and Moniteau Jr/Sr. High	1
School Psychologist	Dassa Elementary and Moniteau Jr/Sr High	1
Instructional Paraprofessional	Dassa Elementary	1
Instructional Paraprofessional	Dassa Elementary	1

Instructional Paraprofessional	Dassa Elementary	1
Instructional Paraprofessional	Moniteau Jr/Sr High School	1
Instructional Paraprofessional	Dassa Elementary	1
Instructional Paraprofessional	Dassa Elementary	1
Instructional Paraprofessional	Dassa Elementary	1
Instructional Paraprofessional	Moniteau Jr/Sr High School	1
Instructional Paraprofessional	Moniteau Jr/Sr High School	1
Instructional Paraprofessional	Moniteau Jr/Sr High School	1
Personal Care Assistant	Moniteau Jr/Sr High School	1
Instructional Paraprofessional	Moniteau Jr/Sr High School	1
Instructional Paraprofessional	Moniteau Jr/Sr High School	1
Instructional Paraprofessional	Moniteau Jr/Sr High School	1
Instructional Paraprofessional	Moniteau Jr/Sr High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	11 Hours
Physical Therapy	Intermediate Unit	2 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Differentiated Instruction activities in regular classrooms for students on the Autism Spectrum as evidenced by weekly lesson plans.
Person Responsible	District Administration
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	100
Provider	Moniteau School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Educators will gain an understanding of students on the Autism Spectrum and ways of differentiated instruction to meet individual behavioral needs.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	School Whole Group Presentation
Participant Roles	Classroom teachers Paraprofessional
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
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Behavior Support

Description	Annual IU training on Behavior support for various types of disabilities and behaviors(i.e. RAD, Emotional, Autism Spectrum, Prater Willi Syndrome, Comprehensive Functional Behavior Assessment) agendas and sign in sheets
Person Responsible	Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	50
Provider	IU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Staff will increase their knowledge on what behavior is, looks like,

	and how to be proactive when a situation arises.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers Paraprofessional Related Service Personnel
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
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Paraprofessional

Description	District documentation of a minimum of 20 hours completed yearly for the next 3 school years.
Person Responsible	Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	30
# of Participants Per Session	18
Provider	Moniteau School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Increase knowledge in student behavior, educational initiatives and professional development
Research & Best Practices Base	This is an optional narrative for Special Education
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Synchronous
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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading NCLB #1

Description	Rate of Improvement is a powerful tool to help us to make those important instructional decisions throughout the school year so that we ensure our student meet reading goals. Progress monitoring is essential to maximizing the growth of students. Teachers will be trained in rate of improvement and show evidence in their progress monitoring of reading.
Person Responsible	Administration
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	30
Provider	Moniteau School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Educators will gain the knowledge of how to use assessment results to guide instruction for improved reading results.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Transition

Description	Documentation of attendance to Transition initiatives and trainings.
--------------------	--

Person Responsible	Director of Special Education, Transition Coordinator
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	2
Provider	IU Staff
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Compliance with Transition Requirements
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. 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 Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Other educational specialists Parents

Grade Levels	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 Creating lessons to meet varied student learning styles Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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