

Carbondale Area SD  
**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

101 Brooklyn St  
 Carbondale, PA 18407  
 (570)282-2507  
 Superintendent: Martin Lawler  
 Director of Special Education: Colien Byers

## Planning Committee

Name	Role
<b>Deborah Besten</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Colien Byers</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Joseph Farrell</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>William Vaverchak</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>James Dovin</b>	Board Member : Professional Education Special Education Schoolwide Plan
<b>Thomas Wiggins</b>	Business Representative : Professional Education Special Education Schoolwide Plan
<b>Steve Durkin</b>	Community Representative : Professional Education Special Education Schoolwide Plan
<b>Ann Marie Smith</b>	Community Representative : Professional Education Special Education Schoolwide Plan
<b>Megan Ruggiero</b>	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
<b>Ann Vadella</b>	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
<b>Maria Farrell</b>	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
<b>Krystal Kopa</b>	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
<b>Maribeth Miley</b>	Elementary School Teacher - Regular Education : Professional Education Special Education

	Schoolwide Plan
<b>Marisa Durkin</b>	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
<b>Robert Salitsky</b>	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
<b>David Borosky</b>	High School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
<b>Raymond Ofner</b>	High School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
<b>Tricia Liuzzo</b>	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
<b>Ann Walsh</b>	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
<b>Nicole Calabro</b>	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 387

### *Identification Method*

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

The Carbondale Area School District identifies students with specific learning disabilities through various means, such as teacher or parent recommendations based on grades, data, and observations, as well as Child Study and SAP committee meeting reviews based on referrals. Carbondale Area School District evaluates students for a specific learning disability (SLD) based on the criteria outlined in IDEA regulations. The ability-achievement discrepancy model is utilized by the district for the determination of a SLD.

The Carbondale Area School District is putting forth great efforts to assure their students are provided all needed educational components prior to being evaluated for special education. Carbondale Area School District is guiding and assisting its educators to try numerous teaching approaches and environmental changes to meet the needs of all learners prior to referring them for special education. Carbondale Area School District wants to support all students in learning and does not want to misinterpret a child's progress based on lack of instructional support. Carbondale Area is working toward incorporating intervention classes and supplemental curriculum to support all students in need of extra supports prior to evaluating.

The district conducts screenings at kindergarten enrollment and benchmarks students using DIBELS NEXT as a universal screener for students' kindergarten through sixth grade. The results of these assessments, along with classroom based measures such as standardized assessments and classroom performance are monitored three times a year by the building level principal, reading specialist, and the general education teacher within the classrooms. Low performing students are monitored closely.

If a student has appropriate interventions in place and they still are not showing adequate progress, a child is then referred to the Child Study Team, which consists of the building level principal, (2) guidance counselors, (2) speech and language teachers, occupational therapist, director of special education, and the school psychologist. The school based members of the team meet weekly to discuss students of concern. The panel reviews all aspects of the child's education or lack thereof, if no underlying outside factors are relevant and the student proves to have adequate educational

experience, and success with RTI is not evident, then the student is referred for an evaluation from the district's school psychologist.

During the evaluation process, Carbondale Area School District utilizes the Significant Discrepancy Model for identification of students with specific learning disabilities. The model is used to determine if there is a significant discrepancy between the student's cognitive abilities (IQ) and their academic achievement.

## *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>

According to the 2018-2019 Special Education Data Report, three areas exist that are disproportionate to the state average that include the percent of special education, and the percent of special education enrollment by disability under the category of Emotional Disturbance, Intellectual Disability, Other Health Impairment. The percent of special education is 26.1, whereas the state average is 17.3 percent. The percent of special education under the category of Emotional Disturbance is 15.8, whereas the state average is 8.5.. The percent of special education under the category of intellectual disability is 7.2, whereas the state is 6.3. The percent of special education under the category of Other Health Impairment is 17.6, whereas the state is 16.4.

To address the disproportionate average of special education enrollment by disability under the category of Emotional Disturbance and other health impaired, the district revised Child Study procedures to require more behavior interventions prior to special education referral and implemented a school-wide positive behavior Intervention and support system. The Carbondale Area School District recently adopted a school wide behavior support system, Positive Behavior Intervention and Supports (PBIS). The mission of the district through the implementation of this behavior system is to provide a positive, safe, healthy, nurturing and respectful environment in which all students have the opportunity to become productive members of society. Carbondale Area School District will provide this through: 1. Development of clearly defined and consistent student expectations and accountabilities which reflect our theme of Be Ready, Be Respectful, Be Responsible. 2. Maintenance of an open-ended flexible approach through the use of a data driven informational system. 3. Educationally sound methods that foster student character, safety, and academic excellence. School-Wide Positive Behavioral Interventions & Supports is a proactive approach to discipline that emphasizes prevention, instruction on social skills, and data-based decision-making to reduce problem behavior and improve academic performance. The districts behavior policies coincide to special education polices; the focus in the district is to concentrate on positive, rather than negative behaviors, as the basis to developing Behavior Support Plans to ensure that students focus on building skills that are socially acceptable. All district staff was trained in this system

prior to implementation and receives additional trainings throughout the year. The school district's positive behavior support policy is available for review in the districts handbook which is provided to parents at the start of each school year, upon enrollment, and on the district website. To address the disproportionate average of special education enrollment by disability under the category of intellectual disability, the district implemented a new curriculum focusing on alternative standards and also opened a new classroom to support the growth.

### *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?

A Section 1306 facility does not exist within the boundaries of Carbondale Area School District. If a residential facility as defined Under Section 1306 of the School Code shall open within the geographic boundaries of Carbondale Area School District, the district will adhere to the following:

- The district will utilize the process set forth in the School Code and the Pennsylvania Department of Education to conduct an educational or alternative educational program at the institution.
- The district will establish a communication system that will notify the host district of student enrollment. During the enrollment process, communication with districts of residence, and review of records and educational programming will occur. The communication system and review will include, information about students who are eligible for special education. The communication system will also include a process to keep districts of residence informed with regard to students' educational programming.
- The district will provide students will an appropriate program and related services as determined during the enrollment process. To ensure that students receive FAPE in the LRE, a review of the district's special education continuum will occur in addition to consideration of the alternative or educational program that will be located at the institution.

The district acknowledges that barriers may exist in the above mentioned, however; such cannot be determined at this time as the facility does not exist.

### *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).

Presently, the Carbondale Area School District does not have students who are incarcerated. In the event that this was to occur, the LEA follows a system of oversight to ensure the provision of FAPE. The system of oversight includes the following:

- The LEA works closely with Lackawanna County Probation, NEIU 19, and the school district officials where the facility is located.
- The NEIU 19 and the host school district where the facility is located, notifies Carbondale Area School District when a student is placed in the facility within Lackawanna County.
- NEIU 19 and the host district provides services to students incarcerated in Lackawanna County.
- Students who may be eligible for special education will be evaluated.
- The host school district provides special education programming and informs the LEA of students' progress.

### *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.

### Procedures

IEP teams have been trained to include students to the maximum extent possible in the general education classroom before considering a more restrictive environment. IEP teams have been trained to consider the full range of supplementary aids and services for the development of

appropriate programs.

The full range of supplementary aids and services are utilized by the district within the following categories: (a) Collaborative, (b) Instructional, (c) Physical, and (d) Social-Behavioral.

#### Replication of Successful Programs

The district enhances the continuum of supports, services and education placement options. To enhance the special education programs, the district utilizes site-based trainings that include the following areas:

- Transition (Indicator 13) training provided through PDE and NEIU19.
- Verbal De-escalation strategies and techniques training provided through the NEIU19 and the special education director.
- Restraint training provided by certified trainers.
- Confidentiality provided onsite training by district administrators
- Co-teaching model training provided by NEIU 19.
- Differentiated instruction training provided on site by district administrators.
- IEP goal development provided on site by district administration.

#### SPP/Educational Environments

According to the 2018-2019 Special Education Data Report, the district did not meet SPP targets within the following categories: (a) the percentage of students inside the regular class less than 40% of the day .

(a) The SPP target in the category of the percentage of students inside the regular class less than 40% or more is 9.4. The district's percentage in this category was 21.8.

To address the district's failure to meet SPP targets, a co-teaching model has been established in grades 7-12 and additional special education programs opened in the district's elementary and high school buildings. In addition, the district provided professional development in the areas of co-teaching, supplementary aids and services, and behavior support and intervention. Before placing students in programs off-camps, inclusion in the district's programs with supplementary aids are services are considered. The district provides programs on campus that include learning support, life skills support, Autistic Support, and emotional support. Services are provided to students on campus that include, occupational therapy, speech therapy, vision support, hearing support, adaptive Physical Education, and counseling. The district has also coordinated with outside agencies to provide onsite mental health services within our classrooms and the class day. If



students' needs cannot be met within the programs and services that are provided on campus, IEP teams determine the most appropriate and least restrictive placement.

### *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.

#### Summary of Behavior Support Services

The Carbondale Area School District supports the principle of positive behavior support to reduce behaviors that are considered inappropriate and socially unacceptable. The district focuses on utilizing effective positive behavior techniques to enforce and teach socially acceptable behaviors and skills. The district now has a school wide positive behavior intervention system. The focus in the district is to concentrate on positive, rather than negative behaviors, as the basis to developing Behavior Support Plans to ensure that students focus on building skills that are socially acceptable. IEP team members work diligently in a collaborative effort to develop and monitor Behavior Support Plans through data analysis with an emphasis in using positive reinforcement techniques. Behavior Support Plans are developed with measurable goals based on individual student needs and monitored accordingly as stated in the student's IEP and BSP.

#### Positive Approaches

The Carbondale Area School District employs highly qualified professionals and trained paraprofessionals to provide supports and services to students that require emotional support services. A certified school psychologist utilizes functional behavior assessments to identify and address behaviors that require intervention for students with IEPs. The district's behavior support policy has established intervention processes and procedures that follow sequential levels of intervention dependent on the severity of the behaviors. The policy emphasizes that interventions utilized must be the least intrusive measures. Emergency procedures are in place in the event of situations that appear threatening or dangerous to the student or others. Implementation of effective classroom management techniques are encouraged as a preventative measure of classroom disruptions and problem behaviors. Students are supported in inclusive settings through co-teaching practices and paraprofessional staff. Highly qualified professional counselors are on site to provide direct intervention and immediate support.

#### School-Based Behavioral Health Services

Community and School Based Behavioral Health (CSBBH) is a children's mental health initiative designed for youth experiencing difficulties that impair their ability to successfully function in school and other settings. CSBBH provides an entire team of professionals including master's level, licensed

mental health professionals and behavioral health workers embedded in Carbondale Area Elementary School to offer continuous support. Providing a clinical home for program participants, CSBBH delivers wrap around services to the children and families in the school, home, and community settings during school, summer, evening, and weekend hours. By acting as the single point of contact, the team assumes clinical responsibility for mental health treatment interventions, coordination of care, and case management activities ensuring convenient, organized services across child serving systems, integrated with school interventions, and comprehensive in nature. Partnering with Carbondale Area School District, Friendship House is the provider of this program available for both general and special education students. Friendship House also provides tele-psychiatry services within the school setting for students who may additionally require the services of a child and adolescent psychiatrist. Referrals are accepted by the school district, families, and other child serving systems.

The district also employs their own licensed social worker and behavioral specialist.

#### Professional Development

Teachers and paraeducators have been trained in the following areas to support students who require behavioral interventions:

- Social Skills Curriculum
- Anger Management Curriculum
- Verbal De-escalation
- Restraint training

#### *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.

#### Program/Services and Placement Options

The district provides programs and services that include learning support, life skills support,

emotional support, occupational therapy, speech therapy, vision therapy, autistic support y and counseling.

Programs and services available through inter-agency collaboration include, emotional support, multi-handicapped support, life skills support, autistic support, therapeutic support, vision support and hearing support.

#### Ensuring FAPE for Hard to Place Students

The Carbondale Area School District ensures FAPE for all students. IEP teams determine the most appropriate and least restrictive placement. The district utilizes the interagency approach to resolve and locate educational placements and services for hard to place students with disabilities. Through the interagency approach, NEIU and appropriate agencies convene and locate the appropriate placements for students. The district ensures parent participation is secured as part of the interagency approach.

#### Data Review and the Special Education Continuum

Data will be reviewed and analyzed to determine gaps in the supports, services and placement options available to students. Expansion to the continuum of supports, services and placement options will be explored annually based on data review.

# Assurances

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## Special Education Assurances

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

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

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Jefferson Learning Center	Special Education Centers	Multi-handicapped and Emotional Support	1
Valley View Intermediate	Neighboring School Districts	Partial Hospitalization/Emotional Support	2
NEIU #19 Learning Center	Special Education Centers	Emotional Support	2
Hoffman Homes	Other	Emotional Support/Therapeutic Treatment	2
Devereaux	Other	Emotional Support	2
Wallenpaupack School District	Neighboring School Districts	Multi-handicapped Support	1
Forest City School District	Neighboring School Districts	Partial Hospitalization/Emotional Support	3
Children's Service Center	Special Education Centers	Center based partial	2
Beacon Light	Other	full time emotional support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* April 1, 2016

*Reason for the proposed change:* Increase in student population.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	14	0.7
<b>Locations:</b>				
Carbondale Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	6	0.3
<b>Locations:</b>				
Carbondale Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 1, 2016*Reason for the proposed change:* Revision to program based on student data.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	8 to 10	20	1
<b>Locations:</b>				
<b>Carbondale Area Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 1, 2016*Reason for the proposed change:* Revision to programs based on LRE percentages.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	9 to 11	34	1
<b>Locations:</b>				
<b>Carbondale Area Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 1, 2016*Reason for the proposed change:* Revision to plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	10 to 12	20	1
<b>Locations:</b>				
<b>Carbondale Area Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: April 1, 2016

Reason for the proposed change: Revision to program based on student data.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	5 to 7	20	1
<b>Locations:</b>				
<b>Carbondale Area Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: April 1, 2016

Reason for the proposed change: Revision to plan format

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	11 to 13	19	1
<b>Locations:</b>				
<b>Carbondale Area High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: April 1, 2016

Reason for the proposed change: Revision to plan format

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	13 to 15	18	1
<b>Locations:</b>				
<b>Carbondale Area High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: April 1, 2016

Reason for the proposed change: Revision to plan format

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 16	31	1
<b>Justification: Students are taught within the allowed age group.</b>				

<b>Locations:</b>				
<b>Carbondale Area High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 1, 2016*Reason for the proposed change:* Revision to program based on student data.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	13 to 19	20	1
<b>Justification: Students are taught within the allowed age group.</b>				
<b>Locations:</b>				
<b>Carbondale Area High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 1, 2016*Reason for the proposed change:* Revision to plan format**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	17 to 19	16	0.33
<b>Locations:</b>				
<b>Carbondale Area High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* April 1, 2016*Reason for the proposed change:* Revision to plan format**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Life Skills Support	12 to 16	9	1
<b>Locations:</b>				
<b>Carbondale Area High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS**



Type: Class

Implementation Date: April 1, 2016

Reason for the proposed change: Revision to plan format

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Life Skills Support	15 to 18	7	0.5
<b>Locations:</b>				
<b>Carbondale Area High School</b>	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
<b>Full-Time Special Education Class</b>	Life Skills Support	15 to 20	7	0.5
<b>Justification: Students are taught within the allowed age group.</b>				
<b>Locations:</b>				
<b>Carbondale Area High School</b>	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: April 1, 2016

Reason for the proposed change: Teacher on leave

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	14 to 16	31	1
<b>Locations:</b>				
<b>Carbondale Area Jr. Sr. High School</b>	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #14**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: April 1, 2016

Reason for the proposed change: Revision to plan format

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	12 to 19	1	0.4
<b>Justification: Students are taught within the allowed age group.</b>				
<b>Locations:</b>				
<b>Carbondale Area High School</b>	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
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<b>Itinerant</b>	Speech and Language Support	7 to 12	12	0.6
<b>Justification: Students are taught within the allowed age group.</b>				
<b>Locations:</b>				
<b>Carbondale Area Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: April 1, 2016**Reason for the proposed change: Revision to plan format***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	5 to 9	30	1
<b>Justification: Students are taught within the allowed age group.</b>				
<b>Locations:</b>				
<b>Carbondale Area Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: April 1, 2016**Reason for the proposed change: Revision to plan format***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Emotional Support	6 to 12	9	1
<b>Justification: Students are taught within the allowed age group.</b>				
<b>Locations:</b>				
<b>Carbondale Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 26, 2015**Reason for the proposed change: Revision to program based on student data.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Life Skills Support	6 to 9	8	1
<b>Locations:</b>				
<b>Carbondale Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2016*Reason for the proposed change:* Revision of plan format.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Autistic Support	5 to 11	6	0.75
<b>Justification: Students are taught within the allowed age group.</b>				
<b>Locations:</b>				
<b>Carbondale Area Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Autistic Support	5 to 8	2	0.25
<b>Locations:</b>				
<b>Carbondale Area Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2017*Reason for the proposed change:* Revision of plan format.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Life Skills Support	9 to 12	12	1
<b>Locations:</b>				
<b>Carbondale Area Elementary School</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special</b>	Emotional Support	11 to 15	10	1

<b>Education Class</b>				
<b>Locations:</b>				
<b>Carbondale Area Jr. Sr. High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 29, 2017*Reason for the proposed change:* Revision of plan format.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Emotional Support	15 to 19	11	1
<b>Locations:</b>				
<b>Carbondale Area Jr. Sr. High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 29, 2017*Reason for the proposed change:* Revision of plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Emotional Support	9 to 12	11	1
<b>Locations:</b>				
<b>Carbondale Area Jr. Sr. High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 9, 2018*Reason for the proposed change:* Revision of Plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Full-Time Special Education Class</b>	Emotional Support	5 to 9	9	1
<b>Justification: Students are taught within the allowed age group.</b>				
<b>Locations:</b>				
<b>Carbondale Area Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #24**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: August 23, 2018

Reason for the proposed change: New Program

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	9 to 19	32	0.85
<b>Justification: Cyber Academy: Students are taught within the allowed age group.</b>				
<b>Locations:</b>				
<b>Carbondale Area School District Cyber Academy</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
<b>Special Education Supervisor</b>	District Wide	1
<b>Psychologist</b>	District Wide	1
<b>Occupational Therapist</b>	District Wide	1.5
<b>Paraprofessionals</b>	Elementary	1
<b>Paraprofessionals</b>	High School	1
<b>Social Worker</b>	District wide	1
<b>Behavior specialist</b>	District wide	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
<b>Vision Support</b>	Intermediate Unit	7 Hours
<b>Physical Therapy</b>	Intermediate Unit	2 Hours
<b>Hearing Support</b>	Intermediate Unit	1 Hours
<b>Adapted Physical Education</b>	Intermediate Unit	2 Hours
<b>orientation and mobility</b>	Intermediate Unit	5 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	To ensure that students identified with Autism are educated in the least restrictive environment and are provided the necessary accommodations based on individual needs, the district will conduct annual professional development on the topic of Autism. Subtopics will include, verbal communication, social skills, interpersonal skills, and behavior management strategies.
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	25
<b>Provider</b>	LEA, PATTAN, and Local IU.
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Increase in awareness in appropriate accommodations for students with Autism.
<b>Research &amp; Best Practices Base</b>	Not required for Special Education Plan
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>

<p><b>For school or LEA administrators, and other educators seeking leadership roles</b></p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p><b>Training Format</b></p>	<p>LEA Whole Group Presentation  Series of Workshops  Whole Group Presentation  Live Webinar  Department Focused Presentation</p>
<p><b>Participant Roles</b></p>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  Paraprofessional  New Staff  Related Service Personnel</p>
<p><b>Grade Levels</b></p>	<p>Elementary - Primary (pre-K - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Journaling and reflecting</p> <p>Development and analysis of Behavior Support Plans and implementation of verbal programming and monitoring</p>

<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans
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## Behavior Support

<b>Description</b>	The Carbondale Area School District continues to provide professional development for all staff members in the area of Behavior Support Management. Anticipated trainings and workshops will include, but are not limited to Functional Behavior Assessment, Positive Behavior Support Plans, research-based behavioral interventions, progress monitoring, data-collection, de-escalation techniques, effective classroom management techniques, conflict resolution instruction, and family engagement and effective communication.
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	30
<b>Provider</b>	LEA, PATTAN, and Local IU.
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Anticipated Behavioral Support Professional Development based on student, staff, and district needs may include, but are not limited to the following: <ul style="list-style-type: none"> <li>• Functional Behavior Assessment</li> <li>• Positive Behavior Support Plans</li> <li>• Research-based behavioral interventions</li> <li>• Progress Monitoring</li> <li>• Data-collection</li> </ul>



	<ul style="list-style-type: none"> <li>• De-escalation techniques</li> <li>• Effective classroom management techniques</li> <li>• Conflict resolution instruction</li> <li>• Family engagement and effective communication.</li> </ul>
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p>

	Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (pre-K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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 Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Classroom student assessment data

## Paraprofessional

<b>Description</b>	A total of 72 hours of professional development will be provided to paraprofessionals throughout the duration of this plan. This action will result in maintaining 100% highly qualified paraprofessionals. Topics covered will include, behavior management, autism, early learning strategies, body mechanics, paraeducator roles and responsibilities, and disability categories.
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	4.0
<b># of Sessions</b>	18
<b># of Participants Per Session</b>	20

<b>Provider</b>	LEA
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Professional development will be provided in the following areas, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Behavior Management</li> <li>• De-escalation techniques</li> <li>• Assistive Technology</li> <li>• Supplementary Aids and Services</li> <li>• Effective documentation</li> <li>• Confidentiality</li> <li>• Disability Categories</li> </ul>
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Whole Group Presentation Department Focused Presentation Professional Learning Communities
<b>Participant Roles</b>	Paraprofessional New Staff
<b>Grade Levels</b>	Elementary - Primary (pre-K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Special Education Supervisor

## Reading

<b>Description</b>	<p>Carbondale Area School District will continue to provide all applicable staff members with professional development on updates regarding the district's Comprehensive Literacy plan. Anticipated training sessions will take place during Act 80 Inservice days for all staff members.</p> <p>Additional PD topics:</p> <ul style="list-style-type: none"> <li>• Key Comprehension Routines: Top Down Webs; Two Column Notes; Summarizing; Main Idea; Question Generation</li> <li>• Data Analysis and Instructional Planning</li> </ul>
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	<ul style="list-style-type: none"> <li>• Goal Setting using DIBELS data</li> <li>• Comprehension and Fluency Strategies</li> <li>• Close Reading</li> <li>• Text Dependent Analysis</li> </ul>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	9
<b># of Participants Per Session</b>	18
<b>Provider</b>	LEA, Local IU
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Carbondale Area School District has provided all applicable staff members with a continuum of research-based professional development knowledge in the following areas:</p> <ul style="list-style-type: none"> <li>• Using Data for Literacy Decision Making</li> <li>• Successful Transition Along the Literacy Continuum</li> <li>• Building Blocks for Literacy</li> <li>• Family Engagement and Family Literacy</li> <li>• Reading Apprenticeship</li> <li>• The Common Core and Literacy Design Collaboration</li> <li>• Universal Design for Learning and Digital</li> <li>• Navigating Content with ELL</li> <li>• Supporting Learners with Special Needs</li> <li>• DIBELS Next</li> </ul>

	<ul style="list-style-type: none"> <li>• GRADE</li> <li>• DAZE</li> <li>• H.E.A.T.</li> </ul>
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Whole Group Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>New Staff</p>

	Related Service Personnel
<b>Grade Levels</b>	Elementary - Primary (pre-K - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Grade level data analysis collaboration meetings for Response to Instruction and Intervention groupings.
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey Review of participant lesson plans

## Transition

<b>Description</b>	The Carbondale Area School District has implemented a rigorous transition program. Training sessions anticipated will include, writing effective transition programs, community resources and programs, career exploration, and interest and vocational inventories. Evidence of success of transition training will be demonstrated through indicator 13 data.
<b>Person Responsible</b>	Special Education Supervisor
<b>Start Date</b>	7/1/2020
<b>End Date</b>	6/30/2024
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	3
<b># of Participants Per</b>	7

<b>Session</b>	
<b>Provider</b>	LEA, PATTAN, and Local IU.
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>This is an optional narrative for Special Education.</p> <p>Professional Development anticipated for Transition will include:</p> <ul style="list-style-type: none"> <li>• Writing effective transition programs</li> <li>• Community resources and programs</li> <li>• Career exploration and planning</li> <li>• Interest and vocational inventories.</li> </ul>
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p>



	<p>Department Focused Presentation Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers New Staff Other educational specialists Related Service Personnel Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Journaling and reflecting Graduation Surveys</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data Participant survey Review of written reports summarizing instructional activity</p>

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*