

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 144
School District Total Student Enrollment 667
Percent of Students Receiving Special Education 21.6

Steering Committee

Name	Position/Role	Building	Email
Shannon Gorman	Director of Special Education	Northeast Bradford SD	sgorman@nebpanthers.com
Laura Osenbach	Director of Curriculum	Northeast Bradford SD	losenbach@nebpanthers.com
William Clark	Superintendent	Northeast Bradford SD	wclark@nebpanthers.com
Matt Holmes	Building Principal	Northeast Bradford SD	mholmes@nebpanthers.com
Melissa Finch	Special Education Teacher	Northeast Bradford JSHS	mfinch@nebpanthers.com
Danelle Wheaton	General Education Teacher	Northeast Bradford El Sch	dwheaton@nebpanthers.com
Jessica Zink	Parent	Northeast Bradford SD	jesssays2018@gmail.com
Shane Chapman	Board Member	Northeast Bradford SD	schapman@nebpanthers.com
Scott Webster	Building Principal	Northeast Bradford El Sch	swebster@nebpanthers.com

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

If a facility such as this was located in our district, we would collaborate with the facility to coordinate educational services for the student. We would provide instruction based on grade level standards with a certified teacher. We would implement the student's IEP plan and process. We would coordinate with the student's home district for funding and to communicate the services provided seeking their advice on those services. The District would remain diligent in assuring that identified students have access to the general education curriculum, and all specially designed instruction within the current IEP would be fulfilled.

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

The district would proactively communicate with the facility to plan and coordinate educational programming. When a student successfully reaches the goals of their program and is ready to transition back to their home district, our district would create a transition plan and communicate between all stakeholders and facilitate necessary meetings and IEP process. All communication would be provided in writing to all stakeholders.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
Should the Northeast Bradford Area School District be made aware of such situations, the Special Education Director would immediately contact the facility where the child is incarcerated and speak to members of its educational department. If the facility is within the state, the Special Education Director would see that a consent to release information was made available, and would forward all necessary documentation to the facility. If the child is deemed in need of an evaluation, a licensed school psychologist would perform said evaluation. If the child is in need of a reevaluation, a highly qualified special education teacher would provide the re-evaluation. If the district felt there was no need for a re-evaluation, a waiver would be issued to the parent. Finally, the Special Education Director would work with the facility to ensure the current IEP is implemented.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
In the latest SEDR, the district had 86.6% in itinerant special education services which is above the state average of 61.5%. Itinerant Special education is the least restrictive setting and is the most prevalent in the district.
2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?
The district utilizes universal screening measures in both academic and social/emotional areas. In academic areas, the district uses MAP Growth assessment and DIBELS to assess needs of students and inform instruction. In social and emotional learning, the district uses the SRSS to inform tiered intervention for students. The district provides observation and consultation within the classroom environment from related service providers to meet the social and emotional needs within the classroom. The district is planning on implementing a Universal SEL curriculum in the 2022-2023 school year.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
The Elementary has been implementing MTSS for the past 5 years. Training has included PBIS, academic RTII, de-escalation training (QBS), functional behavioral assessment, universal design for learning, and classroom management.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
The district refers students with academic and behavioral needs to the grant funded after school program through the Child Study Team system. At this program the district provides behavioral and academic intervention and support. The district also offers a summer program that is open to all students and referred to those in need. The same interventions and supports are available during summer programming.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
The district promotes the use of the least restrictive environment in all educational settings. The district offers all extracurricular activities to students with disabilities placed in private institutions. Outreach in the form of phone calls and written correspondence is generated from a liaison and the district website posts all available opportunities. The after school and summer programs are offered through all of the same communication channels.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)
Programs have been expanded in the past five years to include in district itinerant and supplemental emotional support, improved comprehensive gifted education, improved tiered services K-8, a system of conducting Functional Behavioral Assessments and implementing Behavior Improvement Plans, improved access to individual counseling services K-12, the implementation of a district Mental Health Assistance team, de-escalation and restraint training to improve response to student behaviors. Collaboration with outside placements include positive, professional relationships with leadership at these facilities, attendance and coordination of meetings, and transition planning upon achievement of student's goals in those settings. Areas of improvement to build capacity and expand programs could include an increase in staff to offer full-time special education service within the district and by improving staff training in order to be able to accept students from other districts into programming, increasing the number of staff formally trained in de-escalation and differentiation. Another area of improvement under consideration to train staff in autistic support programming and practices which is not currently available in the district.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Towanda Area School District	Other	Autistic Support	Blast IU 17	Autistic Support	2
	Other			Emotional Support	

Positive Behavior Support

Date of Approval
2020-12-07

Uploaded Files

NEB Policy 113.2 - Behavior Support.pdf

1. How does the district support the emotional, social needs of students with disabilities?
District policy requires staff to use the least restrictive practices and interventions within the least restrictive environment. The district has an emotional support program, predominantly at the itinerant and supplemental support levels, at both the elementary and the junior/senior high school. We offer psychological counseling in the related services of IEPs. Students have social, emotional and behavioral accommodations and modifications in the specially designed instruction within the IEP. The district performs a functional behavior assessment, creates and implements a behavior improvement plan and monitors the fidelity and success of the plan in reducing negative and increasing positive behaviors. Students may also receive tiered intervention services through RTII if the level of need is not severe enough to require specially designed instruction.
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
The support services department has trained a team in QBS de-escalation strategies as well as a functional behavioral assessment. The district has trained its own staff as train the trainers for de-escalation best practices to increase the number of staff trained. The district has trained teams in both buildings in PBIS and has met state standards in fidelity of tier one. We also provide PD in the area of Trauma Informed care.
3. Describe the district positive school wide support programs.
The district has successfully implemented Tier 1 of Positive Behavior and Supports in both buildings and received recognition this year for those programs. The district is planning on seeking Tier 2 recognition over the next 3 years depending on the success of the implementation process.
4. Describe the district school-based behavior health services.
The support services department has a behavioral specialist who leads the functional behavioral assessment process. We have a Community Outreach Specialist contracted through the county. Both the elementary and high school have Student Assistance and Child Study Teams. In the elementary school, we have a contracted Community School Based Behavioral Health program in place. The District allows for outside agencies to perform outpatient counseling.
5. Describe the district restraint procedure.
Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Support Services or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment,

re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if: *The restraint is used with specific component elements of a Positive Behavior Support Plan. *The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. *Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

Intensive Interagency

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

Upon review of the district's SES reporting data, there are no students placed on Instruction Conducted in the home or are at a substantial risk of waiting more than 30 days for an appropriate placement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech and Language 2	Multiple	Part-time (0.5)	05/09/2022 01:41 PM

Building Name		
Northeast Bradford SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 17
Age Range Justification		FTE %
The students are not educated in age level groups that would extend over the 3 or 4 year allowable gap at the same time but the case manager does serve students in ages 5-17 on their caseload.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech and Language	Multiple	Full-time (1.0)	05/09/2022 01:41 PM

Building Name		
Northeast Bradford SD		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The students are not educated in age level groups that would extend over the 3 or 4 year allowable gap at the same time but the case manager does serve students in ages 5-17 on their caseload.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9-12 Learning Support	Secondary	Full-time (1.0)	05/09/2022 12:58 PM

Building Name		
Northeast Bradford JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Northeast Bradford JSHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-8 Learning Support	Secondary	Full-time (1.0)	05/09/2022 12:57 PM

Building Name		
Northeast Bradford JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.22

Building Name		
Northeast Bradford JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-12 Emotional Support	Secondary	Full-time (1.0)	05/09/2022 12:57 PM

Building Name		
Northeast Bradford JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
The high school is a junior senior structure and houses students in grades 7-12 so the age range includes students those ages		0.16

Building Name		
Northeast Bradford JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
The high school is a junior senior structure and houses students in grades 7-12 so the age range includes students those ages		0.25

Building Name		
Northeast Bradford JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-12 Life Skills Support	Secondary	Full-time (1.0)	05/09/2022 12:54 PM

Building Name		
Northeast Bradford JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16

Age Range Justification	FTE %
The high school is a junior senior structure and houses students in grades 7-12 so the age range includes students those ages	0.25

Building Name		
Northeast Bradford JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5-6 Learning Support	Elementary	Full-time (1.0)	05/09/2022 12:51 PM

Building Name		
Northeast Bradford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2-4 Learning Support	Elementary	Full-time (1.0)	05/09/2022 12:51 PM

Building Name		
Northeast Bradford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Northeast Bradford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-6 ES	Elementary	Full-time (1.0)	05/09/2022 12:50 PM

Building Name		
Northeast Bradford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
The elementary school houses students in grades K-6 so the age range includes students those ages		0.2

Building Name		
Northeast Bradford El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
The elementary school houses students in grades K-6 so the age range includes students those ages		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-6 LSS/K-2 LS	Elementary	Full-time (1.0)	05/09/2022 12:48 PM

Building Name		
Northeast Bradford El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 13
Age Range Justification		FTE %
The elementary school consists of students in grade K-6 and students serves in this program are ages 5-13.		0.15

Building Name		
Northeast Bradford El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.05

Building Name		
Northeast Bradford El Sch		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.04

Special Education Facilities

Building Name		Room #
Northeast Bradford El Sch		97
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2022-05-18		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Northeast Bradford El Sch		92
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-05-18		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Northeast Bradford El Sch		73
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-05-18		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Northeast Bradford El Sch		1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2022-05-18		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Northeast Bradford JSHS		41
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 32 feet, 0 inches	704sqft	25
Implementation Date		
2022-05-18		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Northeast Bradford JSHS		4
School Building		Building Description
Junior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
Implementation Date		
2022-05-18		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Northeast Bradford JSHS		19
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 24 feet, 0 inches	480sqft	17
Implementation Date		
2022-05-18		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Northeast Bradford JSHS		140
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
60 feet, 0 inches x 64 feet, 0 inches	3840sqft	137
Implementation Date		
2022-05-18		
Uploaded Files		

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8 Assurance Check

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

Special Education Support Services

9Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	Contractor
Paraprofessionals	15	District Wide	District
School Psychologist	1.0	District Wide	District
Physical Therapist	.20	District Wide	Contractor
Occupational Therapist	.80	District Wide	District
Behavior Specialist	1.0	District Wide	Contractor
Guidance Counselor	1.0	Elementary	District
Guidance Counselor	1.0	Secondary	District
Transition Coordinator	.20	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Autistic Support/Coaching Training			
Lead Person/Position		Year of Training	
Life Skills Support Teacher Elementary		1	
Hours Per Training	Number of Sessions	Provider	Audience
32	4	District Other	Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS Tier 2 Training			
Lead Person/Position		Year of Training	
Superintendent		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Trauma Informed Care			
Lead Person/Position		Year of Training	
Superintendent		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience

6	1	Intermediate Unit	Paraprofessionals
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Transition

Description of Training			
Indicator 13 Training Followup			
Lead Person/Position		Year of Training	
Director of Support Services		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Science of Literacy

Description of Training			
LETRS Training			
Lead Person/Position		Year of Training	
Superintendent/Principals		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
36	6	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training	
Multi-tiered Systems of Support	
Lead Person/Position	Year of Training

Superintendent/Building Principals		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

IEP Development

Description of Training			
IEP Best Practices & Update			
Lead Person/Position		Year of Training	
Superintendent/Director of Support Services		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Special Education Teachers

De-escalation & Restraint

Description of Training			
QBS Safety Care			
Lead Person/Position		Year of Training	
Superintendent/Director of Support Services		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	6	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Universal Design for Learning

Description of Training

QBS Safety Care			
Lead Person/Position		Year of Training	
Superintendent/Director of Support Services		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	6	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

