



New Hope-Solebury SD

Special Education Plan Report

July 1, 2020 – June 30, 2023

Dr. Charles Lentz, Superintendent of Schools

Ms. Alyssa Marton, Director of Student Services

District Profile

Demographics

180 W Bridge St
 New Hope, PA 18938-1424
 215-862-2552
 Superintendent: Charles Lentz
 Director of Student Services: Alyssa Marton

Planning Committee

Name	Role
Dr. Charles Lentz- Superintendent	Administrator: Professional Education Special Education
Alyssa Marton - Director of Student Services/ Internal Facilitator	Administrator: Professional Education Special Education
JoAnn Perotti	BCIU #22 External Facilitator: Professional Education Special Education
Nicole Brown	Elementary School Teacher - Regular Education: Special Education
Megan Larson	Elementary School Teacher - Special Education: Special Education
Michelle Reynolds	Elementary School Teacher - Special Education: Special Education
Rory Yerkes	High School Teacher - Special Education: Special Education
Amanda Benolken	Parent: Special Education
Gerriann Tealer	Parent: Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 191

Identification Method

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

The New Hope - Solebury School District uses a discrepancy model to identify students who have a specific learning disability and are in need of special education services. According to this model, a determination of cognitive ability is made utilizing a standardized, nationally-normed test(s) of intellectual ability, and similarly, the student's academic achievement in the basic curricular areas of reading, math, and writing are assessed using an appropriate nationally-normed achievement battery. If there is a statistically significant difference between the predicted level of achievement and the student's actual achievement, and the level of achievement is below the average range for that age level, the student is suspected of having a learning disability provided the lack of achievement is not better explained by other factors such as medical factors, emotional/behavioral difficulties, English language learner, environmental or economic disadvantage, or inadequate instruction. While nationally norm-referenced measures are the principle measures used in making this determination, the evaluation team will also take into consideration additional data and information from curriculum-based measures, teacher and other professional observations, parents and private evaluations.

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 2017-2018 Special Education Data Report (LEA Performance on State Performance Plan [SPP] Targets), the district met the target for Disproportionate Representation by Disability Category. The District did not meet the designated target for Specific Learning disability for Hispanic students.

In order to address the disproportionality the District has implemented the following:

Policy:

- School Board Policy 113 – Special Education was reviewed and revised on March 28, 2019 to align with our current child find practices and Chapter 14.
- School Board Policy 103.1 – Nondiscrimination – Qualified Students with Disabilities was reviewed and revised on February 28, 2019 to align with our current child find practices and Chapter 14.

Procedure:

- Starting in September of 2016 the District implemented a full MTSS model with the support of our IU TaC. All staff at the Lower Elementary School (K-2 building) and our Upper Elementary School (3-5 building) were trained on leveled interventions, data collection, and goal setting.
- At the beginning of each school year the MTSS team and all teachers are retrained in the process by each building principal.
- The MTSS process continued to evolve and was implemented in all grade levels during the 2017 school year.
- TaC staff from the Bucks County Intermediate Unit attends MTSS meetings on a regular basis.
- MTSS team members attended a Cultural Sensitivity Training at the BCIU #22 during the Spring of 2019 to learn new strategies on how to support our Hispanic students.
- The District is partnering with PaTTAN during the 2019-2020 school year to provide the PA Equity Toolkit across all schools.
- For the 2019-2020 school year an additional support of an MTSS coach from the BCIU #22 will be supporting our school-based teams.

Practices:

- Realignment of school psychologists to break the pattern of over identification of Hispanic students.
- Hiring of new staff and realignment of current staff with background and expertise in early intervening strategies.
- Training of ALL district staff at opening day professional development on the MTSS process 2016 and 2017 school years and has continued annually each subsequent school year.
- Yearly training at all schools during opening faculty meetings
- Weekly review of student progress at each elementary school
- Inclusion of our ELL teacher on the MTSS teams
- Monthly data review of students eligible for special education to determine if they could be exited from special education.

Non-Resident Students Oversight

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

The district does not serve as a host district for any children's institutions. There are none located within the boundaries of the district. If there were, the IEP team would focus its discussion on program implementation in the least restrictive environment. When the district has 1306 students residing in another school district, we work with the host LEA to ensure placement in the least restrictive environment.

Incarcerated Students Oversight

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

The New Hope - Solebury School District does not have a detention facility within the district serving incarcerated students. However, when a New Hope - Solebury student with disabilities is incarcerated in a correctional institution, the district cooperates with the institution to provide the appropriate records to assist with the educational decisions being made through the evaluation and IEP team process. All eligible students are provided with a free appropriate public education (FAPE).

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with

disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The District ensures that children with disabilities are educated to the maximum extent possible with non-disabled children through compliance with the evaluation, identification, and the IEP development process. In all cases, the district ensures parent involvement in the process and that all modifications and adaptations have been exhausted prior to moving to a more restrictive placement. A thorough evaluation is conducted by the multi-disciplinary team to identify a child's specific needs. Programs for students are developed with all team members committed to implementing the IEP in the least restrictive environment possible. Building-level and district-level administrators are involved in all meetings where there is the potential for a move to a more restrictive setting. In addition, they review the IEPs and ERs to make sure students are receiving services in the least restrictive environment. For children receiving services outside of the school district, the Director of Student Services attends these meetings and ensures there is a focus on movement to a less restrictive setting as soon as possible based on the student's needs.

Additionally, the secondary special education teachers, who are responsible for transition services play a primary role to ensure the transition of students from placement to placement as well as to adult life. In this role, there is the expectation that students remain in their regular school programs rather than being placed outside of the district and that those students placed outside of the district have plans for transitioning back to the district.

Serving students in the least restrictive environment is one of the district's areas of focus. There is an increasingly strong commitment to the least restrictive environment mandate and educating children in inclusive settings at all levels of the district. There are well established co-teaching opportunities in the grades 2 through 12. The district employs instructional assistants in an effort to provide support to and to maintain students in the regular education classroom to the greatest degree feasible. Related services are integrated into the regular classroom to the maximum extent possible. The district also provides a wide variety of assistive technology to students as an accommodation to foster integration. The SETT process is utilized to identify appropriate assistive technology to aid the student in the least restrictive setting. Training on the use of devices is also an important function of the related service staff.

The district utilizes the services of a behavior analyst to develop behavior intervention plans in response to functional behavioral assessments. The BCBA also works in conjunction with building principals and teams to develop and revise building-wide positive behavioral support programs. Over the past several years, the district has developed programming for students with more significant needs in grades K-12, so we are able to educate students successfully in their home school with a combination of special education and regular education programming so as not to require a more restrictive or out of district setting. Further district based pre-vocational opportunities have been expanded both on campus and off campus. Community based instructional opportunities have been created and expanded.

Through our Focused Professional Development programs, staff participates in a variety of targeted training. We are also providing additional local and training opportunities at the IU for co-teaching and other special education initiatives that will facilitate co-teaching across all grade levels.

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.

School Board Policy 113.1 addresses Behavior Support of Students with Disabilities. The policy was written to reflect the requirements of the IDEA and Chapter 14. It emphasizes the need for positive rather than negative measures. It also discourages the use of physical restraints and stipulates the processes to be in place when such restraints become necessary. The policy stipulates what aversive techniques (i.e., corporal punishment, locked rooms) are prohibited. Finally, it addresses the requirements regarding a student's exclusion from his/her educational program.

The New Hope - Solebury School District implements positive behavior support practices in an effort to encourage appropriate behavior in the school environment, and enhance student learning and self-esteem. These best practices are used to build a sense of community and to empower students through the School-Wide Positive Behavior Interventions and Support (SWPBIS) model. School based teams will be implementing the Anti-Defamation League's (ADL), No Place for Hate, at each of the individual schools to promote positive social behavior.

The SWPBIS model is used in the elementary and middle school buildings to teach, encourage, and promote positive behaviors both inside and outside the classroom. The schools have implemented MTSS teams to support this system and the students. A tiered approach provides interventions for students through MTSS. Student Assistance Programs (SAP) are in place at all buildings to assist in the identification of students needing additional supports to overcome barriers to their learning or social interactions. Functional behavioral assessments (FBA's) are completed when students evidence behaviors significantly interfering with their learning or the learning of others. Students who have received an FBA and need additional behavioral supports may receive instruction and support with staff trained in this area. Students who require this tier of support may receive social skills instruction, classroom supports, and behavioral interventions supporting academic achievement and appropriate social skills. A TaC from the local Intermediate Unit also frequently consults with staff to assist with more challenging student behaviors.

Specialized training pertaining to positive behavior supports, behavior management, and de-escalation strategies are also provided to all teachers, instructional assistants, school counselors and psychologists throughout the school year during department days and out-of-district workshops. Special education instructional assistants utilize this training to count toward their annual 20 hours of professional development required by PDE.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The New Hope – Solebury School District has successfully provided programming for all students for the past several years. Students with low incidence disabilities who may need more unique or intensive services may receive special programs or services through the Intermediate Unit or a private school approved by the Pennsylvania Department of Education. Locating appropriate programs and services for students with severe emotional and/ or behavioral needs occasionally may be a challenge; however, the district has been successful in developing relationships with various schools to assist with meeting these needs.

On very rare occasions when an appropriate placement does not appear available, the district works through the local Intermediate Unit's Interagency Coordinator and Child and Adolescent Social Services Program personnel to expedite a placement. In such situations, the Intermediate Unit has taken the lead in creatively providing programming in the interim or long-term, oftentimes through adjustments to an existing program or by providing increased supports. The district has not experienced difficulty in providing programming for any group of students. The district's blended program of cyber schooling and "brick and mortar" classes has increased general education options for students with varied needs.

Assurances

Special Education Assurances

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

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

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU Hope Program	Special Education Centers	Pre-Vocational	2
IU Autistic Support	Neighboring School Districts	Autistic Support	1
IU MDS Program	Neighboring School Districts	Multiple Disability Support	2
Woods Services	Approved Private Schools	Autistic Support	1
IU Voyages Program	Special Education Centers	Pre-Vocational	1
IU Decisions Program	Special Education Centers	Pre-Vocational	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

Reason for the proposed change: Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 6	1	0.17
Locations:				
LES	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 6	1	0.17
Locations:				
LES	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%)	Speech and Language Support	5 to 6	1	0.16
Locations:				
LES	An Elementary	A building in which General		

	School Building	Education programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	3	0.5
Locations:				
LES	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

Reason for the proposed change: Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	3	0.5
Locations:				
LES	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	3	0.5
Locations:				
LES	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

Reason for the proposed change: Change in enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	3	0.3
Locations:				
UES	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%)	Learning Support	9 to 11	7	0.7

but More Than 20%)				
Locations:				
UES	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.78
Locations:				
UES	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	2	0.22
Locations:				
UES	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 8	2	0.25
Locations:				
UES	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	8 to 8	6	0.75
Locations:				
UES	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

Reason for the proposed change: Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	2	0.2
Locations:				
UES	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	8 to 11	5	0.56
Locations:				
UES	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%)	Speech and Language Support	9 to 11	1	0.12
Locations:				
UES	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	1	0.12
Locations:				
UES	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

Reason for the proposed change: Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	3	0.43
Locations:				
New Hope Middle School	A Middle School	A building in which General		

	Building	Education programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	4	0.57
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	1	0.09
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 13	1	0.09
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	2	0.18
Locations:				
New Hope Middle School	A Middle 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	10 to 13	7	0.64
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	3	0.75
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	1	0.25
Locations:				
New Hope Middle school	A Middle School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.91
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	1	0.09
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	5	0.3
Locations:				

New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.42
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	2	0.14
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 15	2	0.14
Locations:				
New Hope Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

Reason for the proposed change: Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	2	0.2
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.6
Locations:				
New Hope Solebury High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	1	0.1
Locations:				
New Hope Solebury High School	A 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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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	1	0.1
Locations:				
New Hope Solebury High School	A 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:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	1	0.1
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	7	0.7
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	14 to 17	1	0.1
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 17	1	0.1
Locations:				
New Hope Solebury High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	4	0.45

Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	2	0.22
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 17	3	0.33
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	6	0.67
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	1	0.11
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 17	1	0.11
Locations:				
New Hope Solebury High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 17	1	0.11
Locations:				
New Hope Solebury High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	9	1
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.14
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	3	0.43
Locations:				
New Hope High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	3	0.43
Locations:				
New Hope Solebury High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	18 to 21	2	1
Locations:				
Housed at the Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

Reason for the proposed change: Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	50	1
Justification: Speech servicing two elementary schools. No speech group will exceed three year age span grouping. K-2 school & 3-5 school				
Locations:				
LES & UES	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

Reason for the proposed change: Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 18	36	0.6
Justification: In all but 1 case, speech is provided in the school in which the child attends. Elementary school, middle school and high school services are provided separately. There one AAC speech group that does exceed the recommended age span.				
Locations:				
LES, MS & HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

Reason for the proposed change: Change in student enrollment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 17	3	0.3
Justification: This is an IU related service students are served in all schools and are not seen in a group.				
Locations:				
UES, MS and HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Change in student enrollment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 17	9	0.6
Justification: Services are delivered one to one for students therefore age span grouping does not exceed state code requirements.				
Locations:				
District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Updated records**PROGRAM SEGMENTS**

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

Program Position #24*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019*Reason for the proposed change:* Updated records**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Multiple Disabilities	5 to 8	1	1

but More Than 20%)	Support			
Locations:				
Ferderbar Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	1	0.2
Locations:				
LES	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%)	Speech and Language Support	7 to 8	1	0.2
Locations:				
LES	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%)	Deaf and Hearing Impaired Support	7 to 8	1	0.2
Locations:				
LES	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 8	1	0.2
Locations:				
LES	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	1	0.2
Locations:				
LES	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	18 to 21	1	1
Locations:				
Middle Bucks Institute of Technology - Voyages Program	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	1	1
Locations:				
Delaware Valley University - Decisions Program	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #28

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	18 to 21	1	1
Locations:				
Woods Services - IU instruction provided	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #29

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 11	1	1
Justification: The students are grouped by age. So, the 3 year age range variance does not apply.				
Locations:				
Tinicum Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services	District	1
School Psychologist	Lower Elementary Schools and New Hope Solebury High School	1
School Psychologist	Upper Elementary School and New Hope Solebury Middle School	1
Social Worker	Elementary and Middle Schools	1
Social Worker	High School	1
Instructional Assistants	LES, UES, MS & HS	28

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
BCBA	Intermediate Unit	5 Days
Occupational Therapist	Outside Contractor	3 Days
Physical Therapist	Outside Contractor	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The New Hope Solebury Autistic Support program consists of a multitude of educational supports and services to address the needs of students educationally classified with Autism. Students who are educationally classified with Autism may not present with the same level needs across all areas of functioning. Therefore, Autistic Support educational programming is individualized to meet the specific needs of each student. Students receiving Autistic Support may qualify to receive a variety of related services and special education. This may include social skills, speech therapy, occupational therapy, and additional specially designed instruction</p> <p>Due to the fact that there is a wide variation in the type and severity of symptoms for students with Autism, the types of programming and support we offer is reflective of those individual needs.</p> <p>Placement decisions for our students with an ASD diagnosis are made by the team at the IEP meeting. Our students with an ASD diagnosis may receive services exclusively in the general education classroom, in a co-taught classroom, learning support or our Intensive Learning Support Classroom. Our programming and placement are always based on the needs of each individual student.</p>
Person Responsible	Director of Student Services
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	5
Provider	New Hope Solebury, BCIU, and PaTTAN
Provider Type	School Entity

PDE Approved	No
Knowledge Gain	Professional development will provide strategies that can be easily incorporated into the classroom to support students with ASD to be successful academically, behaviorally, emotionally and socially across all settings.
Research & Best Practices Base	Research and evidence based best practices will be used to provide effective strategies.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists Related Service Personnel Parents

Grade Levels	Elementary - Primary (PreK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

Behavior Support

Description	<p>The New Hope Solebury School District provides a full continuum of special education services for students with complex behavioral needs. In previous years New Hope Solebury Students with complex behavioral needs were placed out of district in both APS (Approved Private School) and private school settings. As a district we have made a concerted effort to bring back these students who previously placed out into a private school setting to provide them an opportunity to attend school in their own community.</p> <p>Additionally, over the last few years we have continued to develop programs for our incoming students with complex social-emotional needs. Our emotional support programs are supported by a full-time behavioral analyst who works closely with our school-based teams. Through our work together, we are proud to share our students with significant behavioral needs who have the skills and support to successfully join their peers for academic instruction in the general education classroom.</p> <p>Special Education Teachers, Instructional Assistants, Guidance Counselors, and</p>
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	<p>Social Workers receive annual Nonviolent Crisis Intervention Training through Crisis Prevention Intervention Training (CPI©).</p> <p>We have created calming areas in classrooms for students to utilize during periods of emotional dis-regulation. These areas include sensory tools, visuals, and provide the student with personal space. The goal of these areas is to provide opportunities for our students with complex social-emotional needs to utilize previously taught strategies and successfully rejoin instruction when they are able to do so.</p>
Person Responsible	Director of Student Services
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	10
Provider	New Hope Solebury, BCIU, and PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	All professional staff will increase their knowledge of effective positive behavioral support strategies to promote appropriate school-wide behavior for all students
Research & Best Practices Base	Research and evidence based best practices will be used to provide effective strategies.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</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. Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<p>Training Format</p>	<p>Series of Workshops School Whole Group Presentation Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (PreK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Analysis of student work, with administrator and/or peers Lesson modeling with mentoring Joint planning period activities</p>

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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Paraprofessional

Description	<p>Our paraeducators work in tandem with our IEP teams in our buildings to support our students receiving a wide range of special education services. We provide relevant and highly specialized training to our staff utilizing both in person workshops and curated online offerings. In order to ensure that our trainings are reflective of current student need we poll our paraeducators annually. Paraeducators have the opportunity to serve in a liaison role to work collaboratively with our Director of Student Services to plan meaningful staff development opportunities for our paraeducators.</p> <p>Staff observations and feedback forms will be disseminated</p>
Person Responsible	Director of Student Services
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	20
Provider	New Hope Solebury, BCIU, and PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Instructional Assistants will be trained in various topics including promoting independence, communication strategies, reading, behavior support, modifying general education curriculum so students can be educated in the least restrictive environment, Training and coaching will be provided on an ongoing basis to

	promote positive student interactions across all school settings. Additional trainings regarding specific disability features will be provided.
Research & Best Practices Base	Research and evidence based best practices will be used to provide effective strategies.
For classroom teachers, school counselors and education specialists	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (PreK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

Reading

Description	The purpose of the New Hope-Solebury special education reading instruction is to provide the special education teachers with a clear, coherent view of the skills and concepts students need remediation in due to individualized learning profiles. This instruction and/or remediation provides an appropriate and
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	research-based methodology to close gaps in the area of reading. The District employs highly certificated teachers of reading who provide multi-sensory reading instruction in conjunction with guided reading, shared reading and when necessary direct instruction all aligned with PA core standards.
Person Responsible	Director of Student Services
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	10
Provider	New Hope Solebury, BCIU, and PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	The participants will gain the knowledge necessary to understand how students learn to read. The content contained within this series is based on the science of reading. The workshop will cover every facet of the five big ideas in reading: phonemic awareness, phonics, fluency, vocabulary, comprehension. Participants will learn how to make informed decisions that will increase the effectiveness of reading instruction, remediation, assessment and progress monitoring. Assessment will focus on informal reading inventories and similar strategies with content area textbooks.
Research & Best Practices Base	Research and evidence based best practices will be used to provide effective strategies.

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</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. Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<p>Training Format</p>	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional New Staff</p>
<p>Grade Levels</p>	<p>Elementary - Primary (PreK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities</p>

Evaluation Methods	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>
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Transition

Description	<p>New Hope Solebury co-operates the IU Hope, a transition program housed within the borders of our school district for students 18-21 years old. Our IU Hope program is designed to further prepare students for independent living, post-secondary education, and employment. Advances are achieved using community-based instruction, various volunteer opportunities, and supervised work experiences as determined by the student's IEP.</p> <p>At the secondary level special education teachers review and develop common transition assessments to be used within the district. They are provided with additional information from The Pennsylvania Office of Vocational Rehabilitation (OVR) and other outside agencies to assist with transition programming. Our secondary level general education teachers are provided with an understanding of practical skills students will need and how to incorporate them into their instruction.</p>
Person Responsible	Director of Student Services
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	8
Provider	New Hope Solebury, BCIU, and PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Participants will develop strategies for collecting and using data to improve secondary, transition, and postsecondary outcomes for youth with disabilities. Ongoing technical assistance to improve systems for

	postschool outcome data collection and used in IEPs will be included in the training.
Research & Best Practices Base	Research and evidence based best practices will be used to provide effective strategies.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops Live Webinar Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers School counselors Paraprofessional Other educational specialists
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities
Evaluation Methods	Participant survey

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer