

Fleetwood Area SD
Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

801 N Richmond St
 Fleetwood, PA 19522
 (610)944-8111
 Superintendent: Greg Miller
 Director of Special Education: Gwynn Bollinger

Planning Committee

Name	Role
Natalie Lytle	Administrator : Special Education
Greg Miller	Administrator : Special Education
Amelia Spatz	Ed Specialist - Other : Special Education
Jessica Saunders	Ed Specialist - School Psychologist : Special Education
Lauren Stahl	Elementary School Teacher - Regular Education : Special Education
Cindi Levengood	Elementary School Teacher - Special Education : Special Education
Charlene Fisher	High School Teacher - Special Education : Special Education
Wendy Wunderlich	High School Teacher - Special Education : Special Education
Erika Price	Middle School Teacher - Special Education : Special Education
Mary Templin	Parent : Special Education
Gwynn Bollinger	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 471

Identification Method

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

Prior to a school request for an evaluation, the student receives interventions through our MTSS process. If data indicates that a student is not making making progress following changes in intervention and level of support, the school district will request an evaluation. Parents can request an evaluation at any time within the MTSS process. If a parent makes a verbal request an Evaluation Request Form is issued to the parents within 10 days to aide them in putting their request in writing. The school will send a Prior Written Notice-Initial Evaluation Consent form to the parent. After the Prior Written Notice-Initial Evaluation Consent form has been signed by the parent, a mutli-disciplinary evaluation is conducted to determine the presence of a specific learning disability. Four steps are followed in this evaluation:

The school psychologists first determine whether the student is meeting state approved grade level standards in the following eight academic areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, math calculation and math problem solving, this decision is made based on numerous assessments which include a review of records consisting of report card grades, PSSA scores and curriculum based assessments. In addition, a standardized achievement is administered and teacher and parent input are gathered. The second step is administering a cognitive assessment. The Discrepancy or Patterns of Strengths and Weaknesses Model is then used to analyze the student's profile. This identifies strengths and weaknesses as evidenced by a severe discrepancy between intellectual ability and achievement in the eight academic areas listed above. Similarly, the student's profile is assessed for strengths and weaknesses as indicated by a severe discrepancy among achievement levels. Additionally, data is reviewed to determine if the student has been provided with interventions prior to the referral and if so, their progress is reviewed.

Third, if the student is not meeting grade level standards, a severe discrepancy has been found, then the school psychologist examines whether these findings are not primarily a result of: a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency. To assess these areas the school psychologist reviews the student's health records, cognitive profile, home language survey and assessments of English language proficiency levels. He or she also obtains parent and teacher input, conducts interviews with team members, including the student. The school psychologist administers social, emotional and behavioral rating scales, if warranted.

Fourth, if the findings are not found to be the primary result of the factors listed above, the school psychologist ensures that the student's weaknesses are not due to a lack of appropriate instruction. The school team confirms that the student has consistently received appropriate instruction. This is completed through a review of attendance records and district's statement of appropriate core curriculum which includes the essential components of reading and appropriate instruction in math. Next, he or she conducts an examination of research based interventions implemented and the student's rate of progress in these interventions relative to his or her peers. This is obtained from an analysis of repeated assessments conducted at reasonable intervals. Furthermore, the student's behavior and effect on learning are evaluated through a systematic classroom observation conducted by the school psychologist.

In conclusion, if the student meets the above criteria, he or she will be identified with a specific learning disability. The school team determines whether the student demonstrates a need for specially designed instruction. If the student meets the criteria of a Specific Learning Disability and demonstrates a need for specially designed instruction, they are determined to be eligible for special education services. Regardless of the conclusion of the evaluation report, a multidisciplinary meeting is offered to discuss the results of the evaluation with the parents and school team members.

Enrollment

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

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

The Fleetwood Area School District is disproportionate in the areas, of Other Health Impairment, Emotional Disturbance and Specific Learning Disability.

In order to address these needs within these areas the following will be done and are currently being done

For the area of Other Health Impairment the district will plan on a more preventative approach, a behavior screener will be put into place district wide, interventions will be implemented through the general education setting based on the results of the behavior screener which will decrease the amount of students who could potentially qualify under the Other Health Impairment disability category. We will continue to review those students who are already identified with Other Health Impairments and through the Re- Evaluation process would determine if there is a continued need for Specially Designed Instruction. The district will also continue to work on a district-wide behavioral screener for all students as well as review and monitor those students who are already receiving supports through the informal RTII process.

For the area of Emotional Disturbance, the district will plan on providing trainings to address trauma, responsive classroom, and restorative practices. We will increase mental health services at

the elementary level by implementing support groups and district wide by employing a Social Worker. The district created a new therapeutic classroom at the elementary level to address severe emotional and behavioral concerns.

In the area of Specific Learning Disability, the district will be reviewing the core curriculum and MTSS process. This will allow us to support students through a tier system with increasing intensity of intervention and support prior to a referral for 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?

Currently the district does not have any non-resident students, however, should the case arise, the IEP team would re-convene to assess the needs of the student. The IEP team would meet to discuss the next steps based upon the needs of the student, as a team, we would plan based upon the students strengths and needs. The district ensures that we meet this obligation by providing the same rights, transportation and services as resident students are provided. The district ensures that students are receiving a free appropriate public education in the least restrictive environment by assessing the individual needs of the student placed in a non-resident setting. The IEP team would also be re-convened to assess the needs of the student. Once this is done, the district would then follow the MDT referral process to determine if additional data is needed. The district's reevaluation process would then be initiated, if needed.

At this time no barriers have been identified due to the district not having any non-resident students.

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).

We collaborate as the LEA in a new educational incarcerated environment ,if we are the home district, in order to ensure FAPE of our students incarcerated outside of the district.If one of our students was to be incarcerated we would take the following steps to assure that the students are being provided with an appropriate educational setting. All educational supports would be provided on site to the students, all academics and related services would be provided as well as

monthly meetings would occur to monitor progress as well as on site checks. This would occur, as deemed necessary, by each individual incarcerated student.

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.

We consider all accommodations and modifications that are provided in the general education setting prior to pulling the student into the special education setting prior to a more restrictive placement. There are some students within our district that have severe impairments. These students need intensive support, repetition, and feedback. The students' needs require specialized environments in order to make meaningful progress towards their goals and objectives. The IEP team discusses a multitude of supplementary aids and services that could include collaborative strategies such as co-teaching, scheduled time for regular team meetings and coordination with community support agencies. Another support includes instructional strategies such as testing accommodations, modified or adapted instruction, the support of the building aides or a paraprofessional to serve as a one on one for the student. The IEP team discusses social and behavioral services including social skills instruction, Functional Behavior Assessments, Behavior Intervention Plans, and counseling groups, as well as environmental services such as; small group and guided instruction, preferential seating, assistive technology, alternate settings for assessments or instruction. According to each student's individual needs, the above services can be provided in all buildings in the general education classroom to the maximum extent possibly, as well as in the special education classroom.

The district replicates successful programs, evidenced based models and other PDE sponsored initiatives to enhance or expand the continuum of supports and services by the following: School-Wide Positive Behavior Support, MTSS, social skills training at all levels, SAS Toolkit to ensure which services would best meet the child's needs, Verbal Behavior program at all levels, community-based agency to address drug and alcohol abuse at all levels, outside providers that address needs (such as discipline, motivation, active parenting, encouragement, active listening, etc.), Safety Care, and training throughout the year provided by Pattan and Berks County Intermediate Unit on program

development, assistive technology, behavior, and review of individual student progress. Based on the December 2018-2019 childcount, the number of special education students inside the regular education class 80% or more of the school day is 61.3%, which is about the state average. The number of students inside the regular classroom less than 40% of the day is 4.2%, which is below the state average. Students in other settings is 5.4%, which is slightly more than the state average.

Currently the number of students out of district is 30. This determination was made based on an individual basis after numerous revisions to the IEP, including changes within the academic programming (such as, placement changing from itinerant to supplemental or supplemental to full time or replacment instruction being given).

For students needing behavioral support, data is collected, including observations, followed by a Functional Behavior Assessment and Positive Behavior Support Plan.

These students are placed in a variety of settings to address each of their individual needs as discussed above.

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.

The Fleetwood Area School District's Behavioral Support Policy includes all components as required by IDEA 2004 and the revised Chapter 14. The Behavioral Support Policy for our district included in the policy manual (Policy 113.2). The district implements behavior interventions that are positive and teach skills needed to learn. Teams include special education teachers, regular education teachers, guidance counselors and administrators. The district has an initiative that focuses on behavior. This includes providing training to address trauma, responsive classroom, and restorative practices. A different behavior screener is going to be implemented starting at the elementary level. In addition, mental health services will be increased at the elementary level by implementing support groups and district-wide by employing a social worker. The district also created a new therapeutic classroom at the elementary level to address severe emotional and behavioral concerns. Tier II strategies such as Check-In and Check-Out are implemented in both elementary buildings and in the middle school. At all levels, social skills instruction is being implemented.

The Fleetwood Area School District provides training to staff in writing and implementing FBA and PBSP, de-escalation strategies, special education law, social skills training, and Safety Care training. The district has School-Based Behavioral Health Services through the Caron Foundation which includes Student Assistant programs and training to the staff. Other behavioral services are provided

through: Service Access Management, Inc., Counsel on Chemical Abuse, BCIU, and Berks County Children and Youth.

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 director is in constant communication with the CASSP committee and the Berks County Intermediate Unit who assist in interagency collaboration to help find services for hard to place students.

The Fleetwood Area School District utilizes an interagency approach to improve program capacity in a number of areas within the district. There are a variety of agencies that the LEA works with to ensure the maximum performance from students. IEP's are developed in correlation with representatives from these agencies. Some of these services are provided through New Story (Kenhorst, Perkiomen and Wyomissing site), Kidspace, Partners, CHOR, River Rock Academy, Centennial, Cottage 7, Melmark School District, Hogan Academy, and specialized intermediate unit classrooms. Depending on the needs of the population of the school district, additional supports through community based agencies or educational placements may be explored.

The district also employs a Transition Coordinator, two certified trainers for Safety Care, a Social Worker, a Special Education Liaison, guidance counselors in each building and a representative at the elementary, middle and high school level from the Caron Foundation. The district also contracts with a Deaf/Blind Consultant and an audiologist. Based on previously identified gaps, the school district has implemented a Verbal Behavior Program and School-based Counseling at all levels. During the life of this plan, the school district will be implementing a Therapeutic Resource Room. We will be collaborating with OVR to provide transition services for students in ninth through twelfth grade. OVR will be collaborating with other service providers to facilitate work assessment experiences and job coaching. Some of our current students at BCTC are participating in the Work Partners Program in collaboration with OVR. The district will be looking into providing additional supports for autistic students.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
St. Edmonds/Radnor School District	Other	Autistic Support	1
Kidspace	Other	Emotional Support	8
New Story-Kenhorst	Other	Emotional Support	3
Hogan Academy	Other	Autistic Support	9
New Story- Perkiomen	Other	Emotional	2
Children's Home of Reading	Other	Emotional	1
Cottage 7	Other	Emotional	2
Child and Career Development Center	Approved Private Schools	Life Skills	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 24, 2020

Reason for the proposed change: Change in age range

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	6	0.9
Justification: No discrepancy when instructing students. This is also documented within the oldest student's IEP and in accordance with regulations.				
Locations:				
FASD-Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	7 to 7	1	0.1
Locations:				
Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 24, 2020

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	7	1
Locations:				
FASD middle school	A Middle School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 24, 2020

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	12	0.7
Justification: No discrepancy when instructing students				
Locations:				
FASD Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.3
Justification: No discrepancy when instructing students				
Locations:				
FASD Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 24, 2020

Reason for the proposed change: Updated in implementation date

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	22	0.6
Locations:				
FASD 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	11 to 11	1	0.4

Locations:				
FASD Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Due to new enrollments and newly identified, caseload has changed**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	17	0.9
Locations:				
FASD 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 11	1	0.1
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 20, 2020*Reason for the proposed change:* Change in caseload due to new enrollment and newly identified**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	16	0.6
Locations:				
FASD 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	0.4
Justification: No discrepancy when instructing students.				
Locations:				
Fleetwood Area high school	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload age range and support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	3	0.3
Justification: Age difference due to type of support required				
Locations:				
FASD high school	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Changes needed due to newly identified and new enrollments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	11	0.7
Locations:				
FASD Andrew Maier Elementary school	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	8 to 10	4	0.3
Locations:				
FASD Elementary School Andrew Maier	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Due to transition of students, caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	12	1
Justification: no discrepancy while students are being instructed				
Locations:				
FASD Willow Creek	An Elementary School	A building in which General Education		

elementary	Building	programs are operated		
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Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload due to new enrollments and newly identified students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	32	0.9
Justification: no discrepancy when instructing students				
Locations:				
FASD 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	17 to 17	1	0.1
Justification: no discrepancy when instructing students				
Locations:				
Fleetwood Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload required due to new enrollments, newly identified, and added support**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	4	0.3
Locations:				
FASD 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	10 to 14	9	0.6
Locations:				
FASD 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
Full-Time Special	Emotional Support	11 to 11	1	0.1

Education Class				
Locations:				
FASD Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload due to new enrollments and newly identified students and added support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	4	0.2
Locations:				
FASD 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	17 to 19	19	0.8
Locations:				
FASD 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:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload due to newly identified students, new enrollments, and change in support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	11	0.8
Justification: Students are not instructed at the same time				
Locations:				
FASD Willow Creek Elementary school	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	8 to 8	2	0.2
Justification: Students are not instructed at the same time				
Locations:				
FASD Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 24, 2020**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	5	1
Justification: No discrepancy when instructing students.				
Locations:				
FASD middle school	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 24, 2020**Reason for the proposed change: Change in caseload due to newly identified students, new enrollments, and change in support***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	8	0.6
Locations:				
FASD 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%)	Emotional Support	16 to 18	6	0.4
Locations:				
FASD High school	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 24, 2020**Reason for the proposed change: Change in caseload due to change in support, newly identified students***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	12	0.7
Locations:				

FASD 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	0.3
Locations:				
Fleetwood middle school	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload due to change in support, newly identified and newly enrolled**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	15	0.7
Locations:				
FASD 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	15 to 16	6	0.3
Locations:				
FASD High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload due to change in support, newly identified, and newly enrolled**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	6	0.3
Locations:				
FASD 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
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Itinerant	Learning Support	12 to 14	15	0.7
Locations:				
Fleetwood middle school	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 24, 2020**Reason for the proposed change: Change in caseload due to new students and change in support***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	5	0.3
Locations:				
FASD 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 16	10	0.7
Locations:				
FASD High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 24, 2020**Reason for the proposed change: Change in caseload due to new students and additional support***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	21	0.8
Locations:				
FASD 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	13 to 14	3	0.2
Locations:				
FASD Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 24, 2020

Reason for the proposed change: Change in caseload due to required support and new students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	12	0.6
Locations:				
FASD 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 15	9	0.4
Locations:				
FASD High school	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 24, 2020

Reason for the proposed change: Change in building and caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 8	4	1
Justification: No discrepancy when instructing				
Locations:				
FASD Andrew Maier	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: January 24, 2020

Reason for the proposed change: Change in caseload due to change in support

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	9	1
Justification: No discrepancy when instructing students.				

Locations:				
FASD Willow Creek	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload due to change in support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	23	1
Locations:				
Fleetwood Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload due to change in support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	7	1
Locations:				
Willow Creek Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload due to additional support required and newly identified students**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	11	0.8
Locations:				
Andrew Maier Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	2	0.1
Locations:				

Andrew Maier Elementary	An Elementary 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
Full-Time Special Education Class	Learning Support	5 to 5	1	0.1
Locations:				
Andrew Maier Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in caseload due to support required and new students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.7
Locations:				
Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.3
Locations:				
Willow Creek Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* January 24, 2020*Reason for the proposed change:* Change in implementation date**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	2	1
Locations:				
Andrew Maier 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 Special Education	District-wide	1
Secretary to Director of Special Education	District-Wide	1
School Psychologist	MS/High School	1
School Psychologist	High school/Elementary	1
Transition Coordinator	District-wide	1
Para-professional	High school	1
Para-professional	High school	1
Para-professional	High school	1
Para-professional	High school	1
Para-professional	High school	1
Para-professional	High school	1
Para-professional	High school	1
Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professional	AME	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	WCE	1
Para-professional	AMES	1
Para-professional	AMES	1
Para-professional	AMES	1
Nurse	WCE	1
Nurse	High School	1
Nurse	Middle School	1
Nurse	WCE	1
Nurse	AMES	1
Nurse	High School/Middle School	1
Para-professional	High School	1

Para-professional	Middle School	1
Para-professional	Middle School	1
Para-professionals	AME	1
Para-professional	MS	1
Para-professional	MS	1
School Psychologist Secretary	District-Wide	1
Speech Therapist	Willow Creek Elementary	1
Speech Therapist	Willow Creek Elementary	1
Speech Therapist	AME/HS	1
Speech Therapist	Middle School	1
Speech Therapist	WCE	0.5
Special Education Liaison	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech	Outside Contractor	2 Days
Vision	Intermediate Unit	3 Days
Hearing	Intermediate Unit	2 Days
O&M	Intermediate Unit	1 Days
Speech	Outside Contractor	4 Days
Occupational Therapist	Outside Contractor	5 Days
Occupational Therapist Assistant	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	3 Days
Speech	Outside Contractor	3 Days
Physical Therapist Assistant	Outside Contractor	3 Days
Nursing	Outside Contractor	5 Days
Nursing	Outside Contractor	5 Days
Prescriptive Motor Therapist	Intermediate Unit	1 Days
Communication Facilitator	Outside Contractor	5 Days
Occupational Therapist Assistant	Outside Contractor	3 Days
Vision	Intermediate Unit	1 Days
Nurse	Outside Contractor	5 Days
Nurse	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The Special Education Liaison and School Psychologist will conduct periodic trainings with staff and parents to provide awareness and education on the needs of students with Autism. Safety Care trainings conducted for school staff will also address children with autism. Trainings are available by the BCIU for staff to attend.</p> <p>The district also implemented a Verbal Behavior program within the Life Skills classrooms. Students with Autism are included in this environment. Teacher and para-professionals that work in the Verbal Behavior settings are trained by Pattan consultants. In addition, the internal coach, along with the teachers and para-professionals, provide the parents with a training that describes the program. Monthly, the Pattan consultants meet with the teachers and para-professionals to assist with programming for the students. Trainings will continue to occur.</p> <p>The district will be focusing on developing programming to specifically meet the needs of students with autism. We will continue to work with regular education teachers to include and develop strategies to support students with Autism in the classroom.</p> <p>The Transition Coordinator will provide teachers and parents with community contacts and programs/support to address the needs of students with autism.</p>
Person Responsible	BCIU consultants, Special Education Liaison/Internal Coach, School Psychologist, Pattan consultants, Transition Coordinator
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	12
# of Participants Per Session	15
Provider	BCIU, QBC - Safety Care, Pattan consultants, Special Education Liaison, School Psychologist, Transition Coordinator

Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles

	Lesson modeling with mentoring
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Behavior Support

Description	<p>Behaviorally, ongoing training will continue with Safety Care procedures to ensure that administrators, teachers, and support staff members are following positive behavior support methods. De-escalation training for all staff is also conducted periodically by the Special Education Liaison. Training on development and implementation of individual behavior plans as well as social skills instruction is conducted by the Special Education teachers. A behavior screener will be implemented at the elementary level to guide interventions. All staff, district wide, have also been and will continue to be trained in restorative practice</p> <p>Trainings on behavior, social skills, mental health will be held for parents in an effort to increase their awareness regarding these topics.</p>
Person Responsible	Guidance counselors, psychologists and regular and special education teachers and administrators.
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	7
# of Participants Per Session	20
Provider	Fleetwood Area School District staff
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Lesson modeling with mentoring</p>
Evaluation Methods	<p>Standardized student assessment data other than the PSSA</p>

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Paraprofessional

Description	Paraprofessionals are required to receive 20 hours of training per year. The district provides ongoing opportunities to fulfill these hours. Trainings are provided through: BCIU, PaTTAN, administrators, school nurse, online webinars, and special education director. Topics addressed include: positive behavior support, CPR, Keystone Exams, PSSAs, Safety Care/de-escalation, suicide prevention, verbal behavior, mental health, trauma, online certification and academic interventions.
Person Responsible	School Nurse, Director of Special Education, PaTTAN consultant, BCIU consultant, School Psychologist, Superintendent, School Counselor, Principals
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	15
# of Participants Per Session	20
Provider	BCIU, Fleetwood Area School District, PaTTAN
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Offsite Conferences
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	Journaling and reflecting
Evaluation Methods	Review of written reports summarizing instructional activity

Reading

Description	<p>The Fleetwood Area School District has implemented the Read180/System 44 program at the middle and high school levels. A consultant comes into the district three times per year to monitor fidelity and examine progress of students. Consultation is provided to teachers. At the elementary level, SRA was implemented. A consultant has been in the district two times to complete fidelity checks and observe to implementation of the program.</p> <p>All special education staff at all levels will continue to be trained to administer Acadience assessments and to utilize the Acadience website for documenting state progress. Teachers will receive support to interpret data to make data-based decisions to guide programming. At data and Kid Talk meetings, held several times a month at the elementary levels, teachers analyze data, learn new reading strategies, and discuss instructional practices along with general education staff and coaches.</p>
Person Responsible	Director of Special Education, Special Education Liaison, School Psychologist
Start Date	7/1/2020
End Date	6/30/2023

Program Area(s)	Professional Education, Special Education
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Professional Development Details

Hours Per Session	4
# of Sessions	20
# of Participants Per Session	20
Provider	Read 180 consultant, SRA consultant, Instructional Coaches, Principals
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for special education
Research & Best Practices Base	This is an optional narrative for special education
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p>

	New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

Transition

Description	Staff in-servicing on transition planning and services is conducted with staff on an on-going basis. Training is delivered by the district's transition coordinator or consultants from the BCIU. The transition coordinator, in conjunction with neighboring district transition coordinators, provides an evening program for the parents and students on the topic of transitioning from high school to a post- secondary school or career. This program is held yearly and will continue throughout the three years of this plan. The transition coordinator attends bi-monthly trainings with the Berks County transition coordinators and bi-monthly trainings with the Berks County Transition Coordinating Council. In addition to continuation of these services, we have expanded student involvement with OVR through their Early Intervention program which facilitates assessment, work experience, and job coaching for high school students. We participated in the Work Partners program at BCTC, a collaborative effort between BCTC students and OVR, to assist students in achieving employment and transitioning to a job after high school.
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Person Responsible	District's Transition Coordinator
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	15
# of Participants Per Session	15
Provider	District transition coordinator
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer