
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Special Education Report **Monday, November 24, 2008**

Entity: Antietam SD
Address: 100 Antietam Rd Stony Ck Mills
Reading, PA 19606-1018
Phone:
Contact Name:

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Antietam SD	Berks County IU 14	Dr. Lawrence Mayes	3	1127	193

District Special Education Contact:

Name	Title	Phone	Fax	Email
Brooke Romaniello	Director of Special Education	610-370-2898	610-370-2981	bromaniello@antietamsd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Adrienne Weller	ASD professional staff	Special Education Teacher	ASD professional association
Brian Patton	Antietam School District	Ed Specialist - Instructional Technology	Dr. Larry Mayes
Brooke Romaniello	Antietam School District	Special Education Representative	Dr. Larry Mayes
Dave Stauffer	ASD Board member	Board Member	ASD Board of Directors
Isaias Rivera	ASD professional staff	Special Education Teacher	ASD professional association
James Snyder, Ed.D	Antietam Middle-Senior High School	Administrator	Dr. Larry Mayes
Judith Swartz	ASD Board member	Board Member	ASD Board of Directors
Kerry Hoffman	Mt. Penn Elementary School	Administrator	Dr. Larry Mayes
Larry W. Mayes, Ed.D	Antietam School District	Administrator	Dr. Larry Mayes
Michele Bleacher	Mt. Penn Elementary School	Administrator	Dr. Larry Mayes
Nicole Carfagno	ASD professional staff	Special Education Teacher	ASD professional association
Pam Janda	ASD Support Staff	Other	ASD Administration
Patricia Carfagno	ASD Professional staff	Special Education Teacher	ASD Professional Association
Robyn Shaffer	ASD professional staff	Special Education Teacher	ASD professional association
Shirley Feyers	Mt. Penn Primary School	Administrator	Dr. Larry Mayes
Staci Fink	ASD professional staff	Middle School Teacher	ASD professional association
Tracey Anastasio	ASD Community	Parent	ASD Board of Directors

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

The Antietam School District supports an inclusive special education program that begins in Early Intervention (EI) and extends through high school graduation or reaching the age of 21. As required in Chapter 14 and IDEA (Individuals with Disabilities Education Act) 2004, Antietam offers a continuum of services to meet the needs of each special education student in the Least Restrictive Environment (LRE). The Antietam School District collaborates with the BCIU (Berks County Intermediate Unit) for supportive services where and when needed. Antietam collaborates frequently with a variety of child serving agencies in Berks County to ensure that the most comprehensive approach in educating our students is accomplished. The district cannot stand alone in servicing its students; it takes a community to educate a child.

The pre-referral process is in transition from the traditional instructional support team model working toward a Response to Intervention (RTI) model. The Primary Center and Elementary Center continue to use a designated instructional support team consisting of teachers, guidance counselor, principal, and school psychologist. This model has been effective in determining which students are in need of a full, multi-disciplinary evaluation and which student can meet classroom expectations with regular educational interventions. Building-wide screenings are now augmenting the teacher-initiated referral model. All students in grades 3-8 are administered the 4Sight formative assessment, and high school students who had not scored proficient on the 8th grade PSSA are assessed using diagnostic assessments to evaluate their progress toward state standards. Discussion is now in progress to determine an appropriate plan of training for the RTI model and its implementation.

Antietam maintains a regular, full-day education kindergarten program for students transitioning from Early Intervention services and for other at-risk students. A smaller student-teacher ratio and intensive supports are available for children who have developmental delays or atypical achievement. If more intensive supports are necessary, Antietam provides those supports and provides Free Appropriate Public Education (FAPE) for all students. Our speech and language therapist works closely with the classroom teachers, along with our occupational therapist, to bring the delayed skills up to an appropriate level whenever possible.

With the emphasis on reading and Adequate Yearly Progress (AYP) as required by No Child Left Behind (NCLB), the Antietam SD focuses on the reading process from kindergarten through high school. The Antietam SD implemented full day kindergarten. This will enhance student acquisition of early literacy skills through the use of phonemic awareness strategies and research-based programs and strategies. Guided Reading is used in grade 1-3 to correct and prevent reading difficulties. Kid Writing had been introduced to kindergarten during the 04-05 school year to enhance the opportunity for improvement of study skills for sound-to-print mapping. Additional research-based programs are available to students in special education. These include: Corrective Reading (SRA), Corrective Math (SRA) and Number Worlds (SRA). To ensure that all students, including special education students, achieve AYP, classes in test preparation along with reading and math strategies are provided at the secondary level. Throughout the school year, all teachers have the opportunity to attend various workshops conducted by Pennsylvania Training & Technical Assistance Network (PaTTAN) and the BCIU as well as District Professional Development; Special Education Teachers have taken advantage of opportunities to be trained in Corrective Reading during the year. Antietam has a core team trained in progress monitoring from the BCIU. Our special education teachers all utilize progress monitoring and the data to drive instruction.

The district continues to evaluate all math programs currently in use. For the 06-07 school year, Saxon Math was piloted K-6 for all students in a special education math program. However,

Corrective Math, Connecting Math Concepts, Distar Kits and Number Worlds are also being explored as an alternative. These programs are research-validated programs recognized by the state. General education programs vary at the high school depending on the course and student needs.

The Antietam School District is involved in a variety of transition activities for students 14 years of age and older: Work Experience, Transition activities through the BCIU, Berks Career & Technology Center (BCTC), Keys-2-Work, and an 07-08 Transitions Class. One Special Education teacher serves as Transition Coordinator and attends quarterly meetings at the BCIU where various agencies gather to share ideas and information on available programs. He coordinates instruction and monitors students as they prepare for the world of work and post secondary training/schooling. Students participate in a variety of activities to prepare them for transition. Students take classes to help prepare them for SAT exams, teachers assist in helping students select colleges, and IEP teams collaborate to develop the reevaluation report necessary to access supports at the college level. Students are guided in how to seek, obtain, and maintain competitive employment. They practice interviewing skills and completing pseudo applications and as part of that are advised on how to correctly fill out job applications and then practice on pseudo applications. Students acquire the skills necessary to access the community. Some examples of instruction provided to students include the utilization of public transportation, shopping in area stores, and preparation for the driving exam.

Special Education students also have access to the Antietam Alternative Education Program. A Special Education teacher is part of the teaching team in the Middle-Senior High School Alternative Education Program. The program allows students to work in a program in conjunction with their Individualized Education Plan (IEP) to obtain credits toward graduation. The program is tailored to students requiring credits within a shorter amount of time as the district still provides FAPE.

The emotional support students receive counseling services through the guidance department, Reading Hospital and our school psychologist on an as-needed basis. Our Special Education teachers assist in developing and implementing behavior plans. The BCIU is also utilized for behavioral assistance on a case-by-case basis. Due to the increased need for students to access counseling, the district is exploring contracting an outside mental health agency to provide counseling services for all students that are identified as emotional support.

The Life Skills program is a very active, integral part of the Antietam School District. At each level, this program is integrated into the everyday life of the school. At the elementary level the Life Skills class has a curriculum to emphasize more functional academics including those skills measured by the Pennsylvania Alternative State Assessment (PASA) (special education version of the PSSA). Students are integrated into homerooms, as well as social studies and science classes, at their grade level. By middle-senior high school, students begin to acquire pre-vocational skills and community living by performing tasks throughout the building and in the community. Students have the option to remain until age twenty-one to continue in their respective educational/transition program.

The autistic support students are serviced in our life skills program when their IEP goals support that intensity. Occupational therapy, speech/language therapy and physical therapy are based on individual student IEPs and integrated into the curriculum. The autistic students have their social skills needs met through instruction and practice during the class with the special education teacher and with the speech/language teacher. Antietam also includes students with autism spectrum disorders in general education classes/activities when it is appropriate.

In-service activities on timely special education topics occur on a regular basis. At the beginning of each year, the BCIU sponsors an in-service for administrators on special education law. The special education director works closely with building administrators to ensure that the discipline guidelines in the law are followed. As needed, the Special Education Department of Antietam

addresses the faculty on the topics of special education updates, teacher responsibilities, behavior plans, transition plans, etc. Antietam also provides parents with the opportunity to participate in a variety of workshops throughout the year-some sponsored by the school district, some by the BCIU and/or other agencies. Antietam's website has a direct link to BCIU and/or PaTTAN training. We also disseminate information to parents for summer academies offered through the BCIU, which include topics such as special education law, effective instruction, reading, math, behavior, autism, and transition. New teachers receive a thorough introduction to the special education process. The special education director attends annual state leadership conferences as well as other area workshops in order to remain current with law issues and special education requirements. Teachers and paraprofessionals are encouraged to participate in BCIU/PaTTAN trainings.

Technology, in the form of Excent Tera, has been introduced to Antietam SD. This internet-based computer program is used by the BCIU consortium and assists the school psychologist, special education teachers, and related service providers in the process of writing Evaluation Reports and IEPs. It has all state-required forms and formats and is accessible from any computer that has internet access. The program has also helped improve compliance issues.

The Antietam SD implements a fully comprehensive regular and special education program. We service approximately 200 special education students within our home school buildings. Creative programs and opportunities are available for an additional 20 students in non-district placements. In addition, Antietam meets the needs of students with disabilities with complete cooperation and integration of services and staff in compliance with their IEP. Lastly, Antietam strives to meet the needs of all children by adapting programs, ensuring FAPE, and preparing students to become successful contributors to society.

Identifying Students with Learning Disabilities

When asked to determine whether a child is displaying a specific learning disability, three steps are followed. Information is gathered, that information is reviewed, and lastly the information is interpreted as a team to establish a level of academic need.

First, information is gathered. This includes educational records including, but not limited to: report cards, group standardized testing such as the Iowa's and PSSA's (Pennsylvania State Standard Assessment), curriculum-based assessments (CBA) such as the benchmark reading assessments and curriculum based measurement such as DIBEL's (Dynamic Indicator's of Basic Early Literacy Scores) scores, any other types of assessments or reports that are available, and types of interventions that were provided. The classroom and specialist teachers complete a student observation form and the school psychologist will often complete a classroom observation. Individual testing almost always includes an assessment of intelligence and achievement. Additional testing or behavior checklists are completed to gather more specific information about the child's approach to learning and behaviors that support or interfere with learning as they are needed.

Second, the information is reviewed. Despite the established criticisms of identifying learning disabilities based on a discrepancy between scores on an intelligence assessment and tests of academic achievement, that is the first method of reviewing the information. The second method of reviewing the information is to assess level of need and progress in the classroom. The school team reviews whether the student is making progress in the curriculum, the level of support the student requires to make that progress, the rate at which the student learns, the level of retention of material over the year, and the degree of social and emotional frustration the student is experiencing because of his/her academic challenges.

After the information is gathered and reviewed, the team determines whether the student needs academic interventions that go beyond what is available in the general education program to make and sustain progress. If the team believes the interventions available in the general education program can meet the student's needs, the student is not identified for special education services. If the team believes there are not sufficient interventions available in the general education program to help a student make progress and the student is assessed with a learning exceptionality, the student is identified as being in need of special education services. Antietam is also investigating the incorporation of RTI (Response to Intervention) in this process.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

No significant disproportionality by race or ethnicity.

Exiting Statistics

Graduation rate and dropout rate have been met.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
N/A	N/A	0

Incarcerated Students Oversight

Antietam School District ensures that students placed by the Juvenile Probation System receive services by sending the requested records to the facility as soon as we are notified of the student being placed.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
N/A	N/A	0

Least Restrictive Environment 34 CFR §300.551

Ensuring Maximum Integration

Antietam School District ensures that to the maximum extent appropriate, children with disabilities, including those in private institutions, as much as possible, are educated with non-disabled children. Our district decisions examine each individual student and their needs in sequence to ensure that removal from the regular education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. Antietam is currently looking into RTI for the 08-09 school year and those following. The data provided in this approach will assist in making instructional decisions for students prior to a referral for special education. This will also allow our regular education teachers and staff to be

better qualified to accept and work productively with our special education students. When a student qualifies and is in need of special education services, the IEP team determines what educational services the child needs and then examines if these services can be achieved in a regular classroom. If the IEP team determines that it can implement those services the placement is in the regular education setting. If the IEP team determines that we cannot implement those services in the regular education setting we examine supplementary aids and services. We then move one step along the continuum of service from regular education, itinerant service, resource room, part time, full time and then to consider, as a last resort, an alternative setting. At each incremental step we examine the ability to ensure access to the general curriculum and to extracurricular experiences through adaptations/accommodations and modifications. If a student is removed from the general education setting for replacement instruction, Antietam's goal is to give them the skills they need, whether academic or behavioral, so they can return to the general education setting and meaningfully participate. Training has been provided to the special education teachers, regular education teachers, parents, district support personnel, and administration on progress monitoring of special education students, school wide progress monitoring, accurate recording and submission of data into the data base, evidence-based remedial programs, and the Ten Effective Teaching Principles. Specific attention has also been given to the training of the above mentioned individuals regarding the discussion of the IEP team about the LRE (and responding to the questions issued for implementation into the IEP process by PDE for February 1, 2008) and about determining and recording the accurate percentage of time the special education student receives outside the general education setting. Antietam School District frequently reviews and analyzes our LRE data/indicators to make appropriate adjustments and accommodations for our students.

Supplementary Aids and Services

Service	Comment
Picture schedules	
Social Stories	
Assistive devices	
FM Systems	
Self-Regulation charts	
Written Notes/Directions	
Guided Notes	
Visual Supports	
Sensory regulation supports	
Writing tools - supportive	
Physical access to all rooms in building	
Self monitoring (physical/verbal prompting faded to minimal prompting)	
Individualized Reinforcement System	
Differentiated Instruction	
Skill-based grouping	
Monitoring/adapting visual-to-auditory ratios (as determined for specific students)	
Monitoring/adapting new-to-learned information ratios (as determined for specific students)	
Modeling of tasks	
translators	
Signing Interpreters	
Peer/buddy systems	

Computers	
Calculators	
Adapted assessment	
Size of text	
Seating arrangements	
Visual buffering	
Auditory buffering	
Extended time for tests, quizzes, projects, assignments	

LRE Data Analysis

Personnel Development Activities:

Topic	IEP - New Questions
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Spring 2008	IU Staff	Parent, New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Study Groups	45% of our students will be segregated less than 21% by spring of 2009. 55% of our students will be segregated less than 21% by spring of 2010. 65% of our students will be segregated less than 21% by spring of 2011.

Topic	Disability Awareness
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, 2009, 2010, 2011 Spring 2009, 2010, 2011	IU Staff, School Psychologist	Parent, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Study Groups, In-Service Topic	45% of our students will be segregated less than 21% by 2009. 55% of our students will be segregated less than 21% by 2010. 65% of our students will be segregated less than 21% by

				2011.
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Topic	Positive Behavior Support (school-wide)
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, 2009, 2010, 2011 Spring 2009, 2010, 2011	IU Staff	Parent, New Staff, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	45% of our special education students will be segregated less than 21% by spring of 2009 55% of our special education students will be segregated less than 21% by spring of 2010 65% of our special education students will be segregated less than 21% by spring of 2011

Topic	Analyze data district wide, school wide, and grade level, consistently and systematically
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, 2009, 2010, 2011 Spring 2009, 2010, 2011	District Administration	Parent, Instructional Staff, Administrative Staff, Related Service Personnel	Workshops with Joint Planning Periods, Study Groups	45% of our special education students will be segregated less than 21% by spring of 2009 55% of our special education students will be segregated less than 21% by spring of 2010 65% of our special education students will be segregated less than 21% by spring of 2011

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Exeter Township SD	Neighboring School Districts	Full Time Life Skills Support	3
Berks Career & Technology Center	Special Education Centers	Full Time Life Skills Support	2

Buxmont Academy	Other	Part Time/Resource Learning and Emotional Support	2
Kids Peace	Other	Part-Time/Resource/Itinerant Learning and Emotional Support	3
Manito Inc. Berks Center	Other	Full Time/Resource Learning Support	4

Personnel Development for Improved Student Results

Technical Assistance and Training

Personnel Development Activities:

Topic	Allowable adaptations to State Testing
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August/2008; November/2008; August/2009; August/2010	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel		<p>All instructional staff will be instructed in allowable adaptations to state testing as needed. Parents of Special Education students will be invited to attend informational meetings annually.</p> <p>Every year the district will provide training, in conjunction with the BCIU TaC Team, to all staff with the PA adaptations to the State testing. Teachers will be provided a resource guide for reference and all students with IEPs will incorporate allowable accommodations to ensure their implementation.</p> <p>54% of our special education students will be proficient in reading 2009 45% of our special education students will be proficient in math by 2009</p> <p>63% of our special education students will be proficient in reading by 2010 56% of our special education students will be proficient in math by 2010</p> <p>72% of our special education students will be proficient in</p>

				reading by 2011 67% of our special education students will be proficient in math by 2011
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Topic	PSSA/PASA Participation Training
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008, August 2009, August 2010	District Administration	Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	95-97% of our students will participate in the PSSA

Topic	Proficiency through Research Validated Instruction with Reading and Math
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
June 2008, August 2008, March 2009, August 2009, March 2010	IU Staff, District Administration; SRA Training Consultant	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	54% of our special education students will be proficient in reading 2009 45% of our special education students will be proficient in math by 2009 63% of our special education students will be proficient in reading by 2010 56% of our special education students will be proficient in math by 2010 72% of our special education students will be proficient in reading by 2011 67% of our special education students will be proficient in math by 2011

				<p>The district will be providing training in co-teaching and differentiated instruction. It is expected that student performance will increase as measured by progress monitoring and analyzing PSSA scores.</p> <p>Research Validated Instruction will be implemented and continued with ongoing training and fidelity checks. We will also be implementing SRA Reading Mastery, SRA Corrective Reading, SRA Connecting Math Concepts, SRA Corrective Math.</p>
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Personnel Development - PA NCLB Goal #1

Baseline Data:

Progress Monitoring, review of PSSA proficiency data and DIBELS Assessment were analyzed.

PSSA Special Education Reading results: Grade 3, 17% are Advanced or Proficient; Grade 5, 9% are Advanced or Proficient; Grade 8, 9.6% are Advanced or Proficient; Grade 11, 6.3% are Advanced or Proficient. PSSA Special Education Math results: Grade 3, 45%; Grade 5, 0%; Grade 8, 0%; Grade 11, 0%.

Personnel Development Activities:

Topic	SRA Reading Mastery
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2008. 2009. 2010. 2011	IU Staff	Parent, New Staff, Instructional Staff	On-site Training with Guided Practice, Conferences	All special education instructional staff will be instructed in SRA Reading Mastery program as needed. Parents of Special Education students will be invited to attend informational meetings annually specifically related to this implementation.

			<p>Antietam Special Education will work to attain AYP status through the means designated by the NCLB mandated percentages as our district goal. Within these mandates there are annual performance thresholds that encourage and acknowledge progress in each subgroup. As our goals are clearly stated, we still are realistic to as to minimally attain 10% growth each year to attain Safe Harbor (SH) in each of the academic areas assessed each year by the PSSA. Furthermore. Through the Confidence Interval (CI) and Pennsylvania performance Index (PPI) formulas designated by the chapter 4 regulations, growth within all of our students in each of the subgroups will allow our district to reach AYP status as well as each of our schools.</p> <p>2008-2009 54% of our special education students will be proficient in reading 2009 45% of our special education students will be proficient in math by 2009</p> <p>2009-2010 63% of our special education students will be proficient in reading by 2010 56% of our special education students will be proficient in math by 2010</p> <p>2010-2011 72% of our special education students will be proficient in reading by 2011 67% of our special education students will be proficient in math by 2011</p> <p>Measurable gains in scores on 4-Sight, SRA curriculum base assessments and PSSA scores.</p> <p>4-Sight testing will occur four times a year. Teachers, administrators and staff analyze test results to identify areas of student needs. Strategies are planned and implemented to improve academic achievement.</p> <p>AIMSweb will be explored for implementation. It provides diagnostic assessment and manages the data</p>
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				<p>and provides reports for the students.</p> <p>Over the next three years, the District will be moving towards Response to Intervention (RTI) model in order to maximize supports and needs of all students.</p> <p>Increased achievement on content standard anchors in all.</p>
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Topic	SRA Connecting Math Concepts
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2008, 2009, 2010, 2011	IU Staff, SRA Training Consultant	Parent, New Staff, Instructional Staff	On-site Training with Guided Practice, Conferences, Study Groups	<p>All special education instructional staff will be instructed in SRA Connecting Math Concepts program as needed. Parents of Special Education students will be invited to attend informational meetings annually.</p> <p>Antietam Special Education will work to attain AYP status through the means designated by the NCLB mandated percentages as our district goal. Within these mandates there are annual performance thresholds that encourage and acknowledge progress in each subgroup. As our goals are clearly stated, we still are realistic to as to minimally attain 10% growth each year to attain Safe Harbor (SH) in each of the academic areas assessed each year by the PSSA. Furthermore. Through the Confidence Interval (CI) and Pennsylvania performance Index (PPI) formulas designated by the chapter 4 regulations, growth within all of our students in each of the subgroups will allow our district to reach AYP status as well as each of our schools.</p> <p>2008-2009 54% of our special education</p>

				<p>students will be proficient in reading by 2009 45% of our special education students will be proficient in math by 2009</p> <p>2009-2010 63% of our special education students will be proficient in reading by 2010 56% of our special education students will be proficient in math by 2010</p> <p>2010-2011 72% of our special education students will be proficient in reading by 2011 67% of our special education students will be proficient in math by 2011</p> <p>Measurable gains in scores on 4-Sight, SRA curriculum base assessments and PSSA scores.</p> <p>4-Sight testing will occur four times a year. Teachers, administrators and staff analyze test results to identify areas of student needs. Strategies are planned and implemented to improve academic achievement.</p> <p>AIMSweb will be explored for implementation. It provides diagnostic assessment and manages the data and provides reports for the students.</p> <p>Over the next three years, the District will be moving towards a Response to Intervention (RTI) model in order to maximize supports and needs of all students.</p> <p>Increased achievement on content standard anchors in all.</p>
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Topic	SRA Corrective Reading			
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Anticipated	Training	Training	Training	Evidence of Results
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Training Dates	Partners	Participants and Audience	Format	
September 2008, 2009, 2010, 2011	IU Staff	Parent, New Staff, Instructional Staff	On-site Training with Guided Practice	<p>All special education instructional staff will be instructed in SRA Corrective program as needed. Parents of Special Education students will be invited to attend informational meetings annually.</p> <p>Antietam Special Education will work to attain AYP status through the means designated by the NCLB mandated percentages as our district goal. Within these mandates there are annual performance thresholds that encourage and acknowledge progress in each subgroup. As our goals are clearly stated, we still are realistic to as to minimally attain 10% growth each year to attain Safe Harbor (SH) in each of the academic areas assessed each year by the PSSA. Furthermore. Through the Confidence Interval (CI) and Pennsylvania performance Index (PPI) formulas designated by the chapter 4 regulations, growth within all of our students in each of the subgroups will allow our district to reach AYP status as well as each of our schools.</p> <p>2008-2009 54% of our special education students will be proficient in reading by 2009 45% of our special education students will be proficient in math by 2009</p> <p>2009-2010 63% of our special education students will be proficient in reading by 2010 56% of our special education students will be proficient in math by 2010</p> <p>2010-2011 72% of our special education students will be proficient in reading by 2011 67% of our special education students will be proficient in math by 2011</p> <p>Measurable gains in scores on 4-Sight, SRA curriculum-based assessments and PSSA scores.</p> <p>4-Sight testing will occur four times a year. Teachers, administrators and staff analyze test results to identify areas of student needs. Strategies are planned and</p>

				<p>implemented to improve academic achievement.</p> <p>AIMSweb will be explored for implementation. It provides diagnostic assessment and manages the data and provides reports for the students.</p> <p>Over the next three years, the District will be moving towards a Response to Intervention (RTI) model in order to maximize supports and needs of all students.</p> <p>Increased achievement on content standard anchors in all.</p>
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Topic	SRA Corrective Math
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2008, 2009, 2010, 2011	IU Staff, SRA Training Consultant	Parent, New Staff, Instructional Staff	On-site Training with Guided Practice, Conferences, Study Groups	<p>All special education instructional staff will be instructed in SRA Corrective Math program as needed. Parents of Special Education students will be invited to attend informational meetings annually.</p> <p>Antietam Special Education will work to attain AYP status through the means designated by the NCLB mandated percentages as our district goal. Within these mandates there are annual performance thresholds that encourage and acknowledge progress in each subgroup. As our goals are clearly stated, we still are realistic to as to minimally attain 10% growth each year to attain Safe Harbor (SH) in each of the academic areas assessed each year by the PSSA. Furthermore. Through the Confidence Interval (CI) and Pennsylvania performance Index (PPI) formulas designated by the chapter 4 regulations, growth</p>

				<p>within all of our students in each of the subgroups will allow our district to reach AYP status as well as each of our schools.</p> <p>2008-2009 54% of our special education students will be proficient in reading by 2009 45% of our special education students will be proficient in math by 2009</p> <p>2009-2010 63% of our special education students will be proficient in reading by 2010 56% of our special education students will be proficient in math by 2010</p> <p>2010-2011 72% of our special education students will be proficient in reading by 2011 67% of our special education students will be proficient in math by 2011</p> <p>Measurable gains in scores on 4-Sight, SRA curriculum-based assessments and PSSA scores.</p> <p>4-Sight testing will occur four times a year. Teachers, administrators and staff analyze test results to identify areas of student needs. Strategies are planned and implemented to improve academic achievement.</p> <p>AIMS web will be explored for implementation. It provides diagnostic assessment and manages the data and provides reports for the students.</p> <p>Over the next three years, the District will be moving towards a Response to Intervention (RTI) model in order to maximize supports and needs of all students.</p> <p>Increased achievement on content</p>
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				standard anchors in all.
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Personnel Development - PA NCLB Goal #3

Baseline Data:

The Antietam School District is committed to excellence in teaching. All school district teachers are highly qualified, according to NCLB requirements. All middle and secondary special education teachers are either highly qualified through the Praxis Exam, Course Certification, or Bridge/HOUSSE Application. All regular education teachers are qualified through course certification. District administrators are committed to hiring highly qualified staff members and support continuing education and Praxis Exam certification. All related service providers and specialists are certified in service areas. Students receive quality service in occupational, physical, vision, hearing and speech therapy by highly qualified/licensed individuals. Our district speech therapist attends the annual Assistive Technology Conference and training sessions offered by the BCIU or PaTTAN. Ongoing training is provided to our teachers through the BCIU Training and Consultation Team (TaC) and PaTTAN to meet continued education requirements. Our district para-educators are all highly qualified under the requirements of the soon to be implemented PA Regulations through their participation in the certification of paras offered through the BCIU. Additionally, we will ensure that each para-educator receives the required 20 hours of job related training beginning July 1, 2008.

Autism training is ongoing based on student and teacher need. The BCIU TaC team is utilized for behavioral observations, interventions and training. Antietam district personnel with the knowledge and skills necessary to meet the needs of the district's autistic population include the following: special education teachers, paraprofessionals, speech/language therapist, occupational and physical therapist, and the school psychologist. Currently, many of our students with autism spectrum disorders are appropriately placed in our district life skills support program and are receiving services in the least restrictive environment as determined by the IEP team. Due to their needs, some students receive paraprofessional support in the regular education environment. Each student's IEP is reviewed annually (or more frequently) to ensure placement in the LRE. Any new students that come to the district with an autism spectrum disorder will be evaluated, and the IEP team, including the parents, will determine the most appropriate placement for that individual student. The staff has received training through the BCIU and college course work in Autism.

Personnel Development Activities:

Topic	AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, 2009, 2010, 2011	IU Staff,	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study	All special education instructional staff will be instructed in Autism instructional methods as needed. Parents of Special Education students will be invited to attend informational meetings annually.

			<p>Groups</p> <p>Antietam Special Education will work to attain AYP status through the means designated by the NCLB mandated percentages as our district goal. Within these mandates there are annual performance thresholds that encourage and acknowledge progress in each subgroup. As our goals are clearly stated, we still are realistic to as to minimally attain 10% growth each year to attain Safe Harbor (SH) in each of the academic areas assessed each year by the PSSA. Furthermore. Through the Confidence Interval (CI) and Pennsylvania performance Index (PPI) formulas designated by the chapter 4 regulations, growth within all of our students in each of the subgroups will allow our district to reach AYP status as well as each of our schools.</p> <p>2008-2009 54% of our special education students will be proficient in reading by 2009 45% of our special education students will be proficient in math by 2009</p> <p>2009-2010 63% of our special education students will be proficient in reading by 2010 56% of our special education students will be proficient in math by 2010</p> <p>2010-2011 72% of our special education students will be proficient in reading by 2011 67% of our special education students will be proficient in math by 2011</p> <p>2008 - 2011 - Antietam will employ 100% highly qualified teachers (both general and special education). Antietam will employ 100% highly qualified</p>
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				<p>para-educators who will receive minimal 20 hours of job related training each year. Throughout each year informational materials will be distributed to all teachers and paraprofessionals concerning the special needs of Autistic Students. Attendance at state/national conferences to expand knowledge and skills will be made available. Information will be shared at faculty meetings with staff and administrators to ensure the complete cooperation throughout the district. By 2011, Antietam will have a Certified Behavior Analyst and our district staff working with students with autism spectrum disorders will have a minimum of 30 hours of training each in information specific to working with students with ASD.</p>
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Topic	<p>ROLE OF PARAEUCATOR/HIGHLY QUALIFIED TEACHER: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs</p>
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall/Spring 2008, 2009, 2010, 2011	IU Staff	Parent, New Staff, Paraprofessional	On-site Training with Guided Practice, Conferences	<p>All special education para-educators will be instructed as required by Chapter 14. Parents of Special Education students will be invited to attend informational meetings annually.</p> <p>Antietam Special Education will work to attain AYP status through the means designated by the NCLB mandated percentages as our district goal. Within these mandates there are annual performance thresholds that encourage and acknowledge progress in each subgroup. As our goals are clearly stated, we still are realistic to as to minimally attain 10% growth each year to attain Safe Harbor (SH) in each of the</p>

			<p>academic areas assessed each year by the PSSA. Furthermore. Through the Confidence Interval (CI) and Pennsylvania performance Index (PPI) formulas designated by the chapter 4 regulations, growth within all of our students in each of the subgroups will allow our district to reach AYP status as well as each of our schools.</p> <p>2008-2009 54% of our special education students will be proficient in reading by 2009 45% of our special education students will be proficient in math by 2009</p> <p>2009-2010 63% of our special education students will be proficient in reading by 2010 56% of our special education students will be proficient in math by 2010</p> <p>2010-2011 72% of our special education students will be proficient in reading by 2011 67% of our special education students will be proficient in math by 2011</p> <p>All paraprofessionals employed will be certified by the American Red Cross in Adult and Child CPR and First Aid.</p> <p>All participants will have a working knowledge of the characteristics of the disability of the student (s) they are serving.</p> <p>Paraprofessionals will meet the state competencies: 100% of paraprofessionals will complete Highly Qualified status through the BCIU Training and Consultation(TaC) Team. Each year 20 hours of training will be provided and monitored through the district and BCIU which will specifically target the job</p>
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				responsibilities of the para-educators. The training module options will include a presentation on CD with guided notes, training work sheets, and follow-up review to ensure mastery of topic areas. Additional training will be offered specific to job responsibilities as needed.
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Personnel Development - PA NCLB Goal #5

Baseline Data:

The special education administrator, elementary building administrator, guidance counselor, and school psychologist attend the annual Early Intervention transition meetings at the BCIU. Ongoing communication with the BCIU and parents allows for a smooth transition from Early Intervention to school-age programs. The Berks County Intermediate Unit operates the Early Intervention programs. Antietam has representation at as many of the EI IEP meetings as possible. Parent involvement is maintained at a high level through secondary/transition to post secondary levels also. Students begin to explore transition interests at the middle school level. The school district transition coordinator completes interest inventories with various students each year. The school district coordinates the Transition process for students ages 14 and older. Students also participate in a secondary class, "Transitions" to further explore interests in art, music, engineering, architecture and other areas while simultaneously strengthening their self-advocacy and study skills. This includes practice interviewing, filling out pseudo applications working towards filling out actual ones and then work on seeking, and maintaining competitive employment. Secondary students, including those with IEP's, also have the opportunity for career exploration through the BCTC (Berks Career & Technology Center). Presentations are also available to our district or neighboring districts by colleges and trade schools. Students with IEP's that are preparing for college are helped to apply for accommodations on the PSAT and SAT. Seniors can request our psychologist provide documentation needed by colleges to access assistance by the Office of Disabilities. Antietam School District works with RACC (Reading Area Community College), to present information to parents and students on how to find and apply for accommodations through the disability offices on post-secondary campuses. The current graduation rate for identified students is 97%, however this can fluctuate based on the district's small population. The life skills population at the high school level begins working with PAL (Preparation for Adult Life) through BCIU, depending on their level of need, through workshops or participation in community training projects. Though all life skills students from 11th grade participate in some type of community-based career program, most also elect to stay for the 13th year and beyond (until age 21).

Personnel Development Activities:

Topic	TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall/Spring 2008. 2009. 2010. 2011	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff,	On-site Training with Guided Practice, Conferences,	All special education instructional staff will be instructed in transition services and instructional

		<p>Related Service Personnel</p>	<p>Study Groups, Special Education Meetings</p>	<p>methods as needed. Parents of Special Education students will be invited to attend informational meetings annually.</p> <p>Antietam Special Education will work to attain AYP status through the means designated by the NCLB mandated percentages as our district goal. Within these mandates there are annual performance thresholds that encourage and acknowledge progress in each subgroup. As our goals are clearly stated, we still are realistic to as to minimally attain 10% growth each year to attain Safe Harbor (SH) in each of the academic areas assessed each year by the PSSA. Furthermore. Through the Confidence Interval (CI) and Pennsylvania performance Index (PPI) formulas designated by the chapter 4 regulations, growth within all of our students in each of the subgroups will allow our district to reach AYP status as well as each of our schools.</p> <p>2008-2009 54% of our special education students will be proficient in reading by 2009 45% of our special education students will be proficient in math by 2009</p> <p>2009-2010 63% of our special education students will be proficient in reading by 2010 56% of our special education students will be proficient in math by 2010</p> <p>2010-2011 72% of our special education students will be proficient in reading by 2011</p>
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			<p>67% of our special education students will be proficient in math by 2011</p> <p>In May of the student's senior year, exit interview will provide proof of more students either attending post secondary schools or already established in some type of employment. 100% of students with IEP's will graduate from Antietam and will either be employed or enrolled in post-secondary educational programs after graduation.</p> <p>On annual interviews taken for five years after graduation the district will find that more students are remaining in college and those who are working will have continued to do so or have elected to continue their education.</p> <p>Improvement Steps: To reach 100% graduation rate To continue involvement in county transition conferences To meet with families of graduating seniors to discuss transition needs for post secondary schooling. To develop community based work sites.</p> <p>Percent Improvement: 2008-2009 - Increase graduation rate for special education students by 2%; Assess community for possible work experience opportunities</p> <p>2009-2010 - Increase graduation rate for special education students by 2%; Establish community work sites monitored by a job coach</p> <p>2010-2011 - Increase</p>
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				graduation rate for special education students by 2%; Facilitate community work sites monitored by a job coach
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Behavior Support Services

Summarized School District Policy:

The Antietam School District policy for behavioral support believes in the use of positive behavior support. The policy is designed to enable students with individualized educational programs (IEPs), who need a behavior program, to benefit from their free, appropriate education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements of **federal and state laws and regulations**.

The policy highlights when behaviors interfere with the learning of a child with disabilities or with the learning of others, the IEP team of that child shall consider and shall include in the IEP of the child, as needed, appropriate positive behavioral interventions, strategies, and supports to address the behavior.

Whenever possible, such interventions, strategies and supports shall be based on a functional behavior assessment, structured observation of behavior, or other effective system for collection and analysis of data concerning the behavior. Positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual child's opportunity for learning and self-fulfillment.

Personnel Development Activities:

Topic	Positive Behavioral Supports
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011	IU Staff, District Personnel	Parent, New Staff, Paraprofessional, Related Service Personnel	On-site Training with Guided Practice, Conferences, Study Groups, In-Service scheduled Training	All professional staff will be trained in writing Behavior Support Plans, providing input into Functional behavior Assessments, and Manifestation Determinations and Special Education law as it relates to Discipline of Special Education students. Any student that has behaviors that interfere in their own learning or that of others will have a Functional Behavioral Assessment completed. Paraprofessional staff will be trained in behavior modification strategies.

				<p>All special education staff will be trained in Crisis Prevention Intervention (CPI).</p> <p>The following results are expected: a 20% reduction in discipline referrals 2008/2009 through 2009/2010, of students who may need more restrictive behavior support in the public school, a 10% decrease in the need for alternative placements and pull-out programs each year from 2008/2009 through 2010/2011, and improved completion and use of functional behavior assessments in determining goals for students having behavior difficulties for each of the next three years.</p> <p>Measurement of these results will show a 10% decrease in referrals for emotional support services in each of the next three years, 2008/2009 through 2010/2011, and will be verified by tracking the referrals and number of students needing more restrictive placements. A 5% decrease in disciplinary records and an increase of 5% each year in attendance of students who are currently identified in need of emotional support services also yearly goals.</p>
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Topic	De-escalation Techniques
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Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008, 2009. 2010. 2011 Spring	IU Staff, Distirct Personnell	Parent, New Staff, Paraprofessional, Instructional Staff,	Workshops with Joint Planning	All professional staff will be trained in writing Behavior Support Plans, providing

<p>2008, 2009, 2010, 2011</p>		<p>Administrative Staff, Related Service Personnel</p>	<p>Periods, Conferences, In Service Training</p>	<p>input into Functional behavior Assessments, and Manifestation Determinations and Special Education law as it relates to discipline of Special Education students.</p> <p>Any student that has behaviors that interfere in their own learning or that of others will have a Functional Behavioral Assessment completed.</p> <p>Paraprofessional staff will be trained in behavior modification strategies.</p> <p>All special education staff will be trained in Crisis Prevention Intervention (CPI).</p> <p>The following results are expected: a 20% reduction in referrals each year, 2008/2009 through 2009/2010, of students who may need more restrictive behavior support in the public school, a 10% decrease in the need for alternative placements and pull-out programs each year from 2008/2009 through 2010/2011, and improved completion and use of functional behavior assessments in determining goals for students having behavior difficulties for each of the next three years.</p> <p>Measurement of these results will show a 10% decrease in referrals for emotional support services in each of the next three years, 2008/2009 through 2010/2011, and will be verified by tracking the referrals and number of students needing more restrictive placements. A 5%</p>
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				decrease in disciplinary records and an increase of 5% each year in attendance of students who are currently identified in need of emotional support services also yearly goals.
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Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

The Antietam School District ensures that all students receive FAPE. If there is a need in the future, the BCIU, PaTTAN, and/or other area agencies are contacted for support. The school district works collaboratively with neighboring districts, the Berks County Intermediate Unit, a neighboring Intermediate Unit, PaTTAN, and with approved private schools. At monthly Berks Administrators of Special Education (BASE) meetings, colleagues discuss any student they may encounter who needs special placements and the situation is reviewed and experiences shared. The school district requests local interagency team consultation through the Berks County Children and Adolescent Service System Program (CASSP). When it is apparent that a student is at risk of waiting more than 30 days for an appropriate placement, the situation is immediately reported to the state Intensive Interagency Coordinator, Roni Russell. The district also gathers and maintains information about private providers, APS, private institutions, mental health agencies, mental retardation agencies, children and youth, and juvenile probation.

Local Continuum of Supports and Services

Through the Inter-agency collaboration, other child servicing systems can assist a parent in understanding that there is help for their family and their special needs child. The agencies often facilitate the process of acquiring services and/or placements. The school district works in concert with the County Office of Mental Health/Retardation, the Office of Children and Youth and the Juvenile Probation Office. The Special Education Department invites case managers and Provider 50 representatives from these agencies to IEP meetings. Their attendance facilitates the placement of students with disabilities. As well, phone and e-mail contacts are made as needed to inform one another of the students' placement status. The school district plans to continue to use the inter-agency approach to improve its program capacity through ongoing communication with other pertinent agencies who support students with disabilities, including other districts and/or the BCIU, neighboring IU's, Berks County Transition Coordinating Council, and Berks Inter-agency Children's Team meetings. We have on-going communication with area agencies, and district representatives will continue to attend agency meetings, open houses and contact the agencies on at least an annual basis. Agencies are also invited to IEP meetings. In addition, Antietam also facilitates the following activities:

- Participate in meetings to transition students back from out-of-district placements
- Meet with parents, agency, special education teacher and administrator
- Transition teaming once a year at the high school to assist parents
- Currently request permission to release/exchange information from private providers who also work with students as well as exchange verbal input
- Teachers serving on the BCTCC & associated committees
- Educate regular education teachers on how to deal with 'rough' kids

Expansion of Continuum of Supports and Services

The Antietam School District plans to continue to use the inter-agency approach to improve its program capacity through ongoing communication with other pertinent agencies who support students with disabilities. In this way, as new programs open and varied approaches develop, the school district will be informed and have the ability to proactively meet the needs of students. We also will utilize ACCESS dollars to initiate new program supports and expand our continuum of

supports and services. We are working to create new programs within the district including emotional support counseling, transition classes for secondary students and incorporate research-validated curriculum K-12. Antietam is also working with the Berks County Intermediate Unit to explore the implementation of Response to Intervention and the training of all staff for this initiative. Differentiated instruction and co-teaching are also being piloted to increase the educational placement options available for our students with disabilities.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Mt Penn Primary Center	E	GE	R	LS	5	7	6	1.0
-	SD	Mt Penn Elementary Center	E	GE	R	LS	7	9	12	1.0
-	SD	Mt Penn Elementary Center	E	GE	R	LS	8	10	13	1.0
-	SD	Mt Penn Elementary Center	E	GE	R	LS	9	11	16	1.0
-	SD	Mt Penn Elementary Center	E	GE	R	LS	10	12	14	1.0
-	SD	Mt Penn Elementary Center	E	GE	R	LS	10	12	8	1.0
C	SD	Mt Penn Elementary Center	E	GE	PT	LSS	6	10	7	1.0
-	SD	Antietam Middle Senior High	S	GE	R	LS	15	17	14	1.0
-	SD	Antietam Middle Senior High	S	GE	R	LS	12	14	16	1.0
-	SD	Antietam Middle Senior High	S	GE	R	LS	12	14	17	1.0
-	SD	Antietam Middle Senior High	S	GE	I	LS	14	18	26	1.0
-	SD	Antietam Middle Senior High	S	GE	FT	LSS	14	18	5	1.0
-	SD	Antietam Middle Senior High	S	GE	R	LS	15	18	17	1.0
-	SD	Antietam	M	GE	I	SLS	5	18	43	1.0
-	IU	Antietam	E	GE	I	DHIS	5	18	2	.5
-	SD	Antietam Middle Senior High School	S	GE	R	LS	12	14	8	.5
-	SD	Antietam Middle Senior High	S	GE	R	LS	15	17	8	.5

		School							
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Justification: Due to the small total population in the Antietam School District, the age range is larger in some classes because there are not enough students to open individual classrooms. In these unique cases, the students on the case load lists are seen at different time for instruction. The students' needs are met through their individualized education plan goals and objectives with appropriate adaptations and modifications. The Antietam SD has one contracted speech and language therapist to service all district students' speech and language needs. Two students are eligible for Itinerant Hearing Support and this service is provided by the Intermediate Unit.

Support Staff (District)
School District: Antietam SD

ID	OPR	Title	Location	FTE
-	SD	Paraeducator	Mt Penn Elementary Center	0.50
-	SD	Paraeducator	Mt Penn Elementary Center	0.50
-	SD	Paraeducator	Mt Penn Elementary Center	0.50
-	SD	Paraeducator	Mt Penn Elementary Center	1.00
-	SD	Paraeducator	Mt Penn Elementary Center	0.50
-	SD	Paraeducator	Mt Penn Elementary Center	0.50
-	SD	Personal Care Assistant	Mt Penn Elementary Center	1.00
-	SD	Paraeducator	Antietam Middle Senior High	0.50
-	SD	Paraeducator	Antietam Middle Senior High	0.50
-	SD	Paraeducator	Antietam Middle Senior High	1.00
-	SD	Special Education Supervisor	Antietam School District	1.00
-	SD	Speech & Language Therapist	Antietam School District	1.00
-	SD	School Psychologist	Antietam School District	1.00
-	SD	Paraeducator	Mt Penn Primary Center	1.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Austill's	Occupational Therapy	15 Hours
-	Austill's	Physical Therapy	5 Hours

ASSURANCE FOR THE OPERATION OF SPECIAL EDUCATION SERVICES AND PROGRAMS

School Years: 2008 - 2011

The Antietam SD within Berks County IU 14 assures that the school district will comply with the requirements of 22 PA Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code Â§14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date