

North Star SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

1200 Morris Ave
 Boswell, PA 15531
 (814)629-5631
 Superintendent: Louis Lepley
 Director of Special Education: Suzie St. Clair

Planning Committee

Name	Role
Cortney Durst	Parent : Special Education
Ramona Evans	High School Teacher - Special Education : Professional Education Special Education
Thad Kiesnowski	Building Principal : Professional Education Special Education
Louis Lepley	Administrator : Professional Education Special Education
Renee Lepley	Building Principal : Professional Education Special Education
Cheryl Slade	Building Principal : Professional Education Special Education
Suzie St. Clair	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 196

Identification Method

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

The North Star School District current uses the Discrepancy Model to determine eligibility for a specific learning disability. A multidisciplinary evaluation team considers “whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement or relative to age or grade.” (§14.125[a][2][ii]) The analysis of strengths and weaknesses will identify whether the student has a severe discrepancy between intellectual ability and achievement or whether the student has a severe discrepancy relative to age or grade. Evaluation teams using assessment of patterns of strengths and weaknesses to determine the discrepancy between ability and achievement would continue to administer tests of intelligence to determine a student's IQ as well as norm-referenced tests of academic achievement so that the discrepancy between scores from the two measures can be appraised. To be identified with SLD, a student must not only display an ability-achievement discrepancy but must also be achieving significantly below age or grade level standards. Evaluation teams review MTSS/RtII data, local and state assessments, historical records, curriculum-based assessments, medical information, information provided by parents, progress monitoring data, and independent assessments in the identification and documentation of a specific learning disability. In each building, an MTSS/RTII model is in place as a means to identify both student needs and provide interventions. North Star Central Elementary currently has the MTSS implemented for Reading and Writing. MTSS math and behavior models will be implemented during the 16-17 school year. Child Study Teams meet one time per month to review data and make decisions with regard to level of intervention and potential referrals for special education. North Star East Middle School currently utilizes an RTII model for universal screening to provide students with interventions based upon benchmark and diagnostic assessment data that is collected on all students. Grade level team meetings take place weekly to discuss student progress, level of intervention and potential referrals for special education. North Star High School currently uses data collected from the Classroom Diagnostic Tool (CDT) to track students’ needs and provide appropriate interventions.

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: <http://penndata.hbg.psu.edu/BSEReports>

The North Star School District does not have any significant disproportional enrollment differences at this current time.

Non-Resident Students Oversight

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

The North Star Area School District is a host district to *Greystone House/Adelphio Village—a section 1306 facility under PA Public School Code*. *The following is the process when a student is admitted into the group home:*

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, The North Star School District must consider the educational placement options to educate the student. If The North Star School District and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, The North Star School District is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means The North Star School District is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, The North Star School District is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

22 Pa. Code Section 14.102 (a)(2)(xiii)

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).

There are currently no facilities for incarcerated students within the LEA for which the North Star School District is responsible for ensuring that all incarcerated students are located, identified, evaluated, and when deemed eligible, offered a free appropriate public education (FAPE). In the event the district was required to provide incarcerated student oversight, the district would collaborate with the local intermediate unit, IU08 to provide services and oversight. IU08 provides educational services for the host district of our county prison.

IU08 procedures include:

- Meeting with County Prison officials weekly to check inmate rosters for students that potentially qualify for educational service.
- Students are interviewed and asked to participate in the program.
- The IU contacts the North Star School District for records and to coordinate the course of study for students.
- Based on their screening results the IU conducts an evaluation, when appropriate, in accord with Chapter 14 and IDEA requirements and procedures.
- For identified students, their IEP's are followed and data are reviewed and collected from the student, teachers, parents, and district representatives to determine appropriate programs/services.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The North Star School District strives to provide each student with a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Upon the eligibility determination for special education supports and services, the IEP team works collaboratively to determine the

appropriate placement of the student. While the North Star School District provides the full continuum of special education supports and services, we recognize that the regular education environment with supplementary aides and services should always be an option considered for students with disabilities. The student's educational placement, specially designed instruction, goals and objectives and related services are based on the student's educational present levels and their strengths and needs.

The IEP team strives to provide all students with disabilities a free and appropriate education in the regular education program to the maximum extent possible. The IEP team must consider what supplementary aids and services can best meet the student's needs in the regular education environment. The following supplementary aids and services must be considered:

- Collaborative: Adults working together to support students
- Instructional: Development and delivery of instruction that addresses diverse learning needs
- Physical: Adaptations and modifications to the physical environment
- Social-Behavioral: Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

If the IEP team determines that the regular education setting with the provision of supplementary aids and services does not meet the student's individual needs, the team may discuss placement in a more restrictive environment. The district is committed to maximizing opportunities for these students to continue to interact with non-disabled peers in other settings.

As of 2013-2014, 56.2% of special education students were educated inside the regular education class 80% or more of their school day.

As of the 2014-2015 school year, 61.5% of special education students were educated inside the regular education class 80% or more of their school day. The district continues to strive to educate students in the least restrictive environment to the maximum extent possible.

At the elementary level, there are a variety of instructional practices and programs in place to ensure that students with disabilities are provided with the opportunity to remain in the regular education setting. The co-teaching model is implemented in reading and math for grades 1 through 4. Special education teachers also have time each day to implement the system 44 and Read 180 reading

programs and to collect data, provide additional instructional support and monitor student progress.

At the middle school level, there is also a variety of instructional practices and programs in place to ensure that students with disabilities are provided with the opportunity to remain in the regular education setting. They also implement a co-teaching model in 5th grade math, 6th grade math and reading, 7th grade math and reading and a teach/assist model in 8th grade science. Each special education teacher has a scheduled "advisory" period at which time they are able to provide instructional support to their students as well as collect progress monitoring data. The middle school also uses the Read 180 program for reading instruction in the special education setting as well as Study Island as an instructional resource.

At the high school level, co-teaching is provided for the classes of Keystone tested subject areas Algebra 1, Biology and English 10. Most special education teachers have multiple instructional support classes to support the students in the general education curriculum. Incoming 9th grade students who are deemed to be at risk of academic failure in language arts are scheduled to have a remedial reading course. Students are also screened for Keystone remediation classes. (Keystone Science Prep, Keystone Literature Prep and Keystone Concepts). Students who are unable to participate in the general education curriculum are then pulled back to either learning support academic classes and/or life skills classes.

As of 2013-2014, The North Star School District serves 33.6% of exceptional students at the supplemental level. These students are provided with instruction by a highly qualified special education teacher in the special education setting as decided by an IEP team. The IEP team has decided that the student is not making progress and receiving educational benefit from remaining in the regular education classroom. These students still have access to the general education curriculum. A supplemental level of support is available at all building levels.

AS of 2013-2014, 5.4% of special education students were educated in the regular education class less than 40% of their school day. This number can be attributed to students with significant academic, behavioral and functional needs. The IEP team collaborates to maximize opportunities for these students to interact with their non-disabled peers.

As of 2013-2014, 4.8% of special education students were educated in other settings. The North Star School district may seek placement outside the regular school when the IEP team decides that the student's needs cannot be met within the programs provided by the school district. Some students may present the need for an alternative educational setting or a non-traditional school environment to meet their specific needs. The goal of the IEP team is always for the student to return to district's programs and services in the least restrictive environment.

The North Star School District collaborates with Appalachia IU8 as well as neighboring school districts to provide a full continuum of special education programs supports and services. If deemed appropriate by the IEP team, the student may be provided with related services such as:

speech and language support, hearing support, vision support, orientation and mobility, physical therapy, occupational therapy, psychological counseling, social work, special transportation and assistive technology.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The North Star School District's Behavior Support Policy is based on best practices which includes positive behavior support techniques and approaches to meet the needs of students with challenging behaviors. IEP's and individual positive behavior support plans are created based on these principals as well as the results of a functional behavioral assessment (FBA) and other behavioral data.

Each of the district's school buildings have positive behavior programming, supports, interventions and child find procedures in place specific to emotional, social and behavioral needs of students.

At North Star Central Elementary the Mutli-Tiered System of Support (MTSS)/Response to Instruction and Intervention (RtII) program has been in place for several years which includes an array of procedures that can be used to determine if and how students respond to specific changes in instruction. MTSS/RTII provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions. Child study team meetings are held on an ongoing basis to determine those students in need of more intensive supports in the area of behavior. Those students whose behaviors continue to impede their learning even with the provision of tier 3 intervention strategies may be referred for a multi-disciplinary evaluation to determine eligibility for special education services.

North Star Central Elementary has put into place a self-designed behavior program:

- Classroom Behavior Management System – Rainbow Chart
 - A simple behavior management system in which every student has a clothespin with their name on it.
 - The chart has seven sections (some grades adapted it to meet their needs better).
 - At the beginning of the day, all students start at Ready To Learn. Their clothespins can move up and down all day long depending on their behavior and choices.

- Each grade level has consistent “Grade Level Rules” for students to follow in the classrooms and hallways.
- Character Counts
- Students that exhibit good character traits (Respect, Responsibility, Service, Honesty, Friendship, Environmental Concern, Other) will be given a ticket.
- One Ticket is pulled out of each grade level bin weekly. Students receive a certificate and prize.
- One grand prize winner is picked at the end of every month and receives a certificate and grand prize donated by the PTO.

The North Star East Middle School has the STARR program in place which stands for Safe, Teams, Achieve, Respect and Responsibility. The STARR program is outlined in the North Star East Student Handbook. Each student is provided a copy of the program. The program outlines school-wide behavior expectations. During the 2016-2017 school year, the program will be expanded to include positive behavior reinforcements at the grade level as well as for the building. The planning for expanding the STARR program to include positive reinforcements will occur in the summer of 2016. The program will be implemented at the start of the school year. The program will be evaluated during the summer of 2017 and modifications will be made as needed.

North Star High School implements a series of programs for students demonstrating good behavior and good academic performance every nine weeks. At the end of the first, second, and third nine weeks movies and activities day are scheduled to reward students who have no failing grades, are not missing any assignments that can be made up, have not been assigned a detention, and have not been assigned a suspension. Students that qualify for the incentive are treated to a movie and snacks courtesy of the Student Council. Students not attending the incentive are scheduled with a teacher to receive academic assistance.

During the 2015-2016 school year 70% of our student body qualify for our incentive activities. During the Summer of 2016 the staff hope to revisit our qualifying criteria and develop a schedule to promote upcoming incentive to encourage greater participation.

To meet the emotional, social and behavioral needs of our students a continuum of school-based behavioral health services are provided in the elementary, middle and high schools with the availability of both consultative and direct service. Student Assistance Programs are provided in each building each with a trained team who facilitates referrals and services.

Non-Violent Crisis Intervention Training:

Non-Violent Crisis Intervention is a safe, non-harmful behavior management system designed to help educators provide for the best possible care and welfare of assaultive, disruptive, or out-of-control students even during the most violent moment. The training will focus on prevention, de-escalation, personal safety and physical intervention.

The Non-Violent Crisis Intervention training is provided to designated staff members in each building on a yearly basis. These trained staff members will form a Core Team that can be quickly mobilized if a disruptive incident occurs. Additional staff will be trained as needed.

The North Star School District contracts with the Beal Counseling and Consulting Agency for school-based mental health counseling services which are also delivered in each building. A full time school social worker and school psychologist are on staff along with four guidance counselors.

Collaboration with private and public agency personnel is strong in the North Star School District with communication and the integration of services being priorities.

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 North Star School District is a rural school district of moderate size relative to neighboring districts. Some of our students' needs are best met from programs located outside the home school district including life skills support, multi-disability support, full-time autistic and emotional support programming. Some students, whose emotional, behavioral and social difficulties create significant impairment, are in need of additional support services as provided through both private and public agencies. The North Star School District works cooperatively with personnel coming into the district from agencies. As needed the district utilizes the CASSP process in identifying and locating supports, services and programs for our students.

The North Star School District plans to expand the continuum of special education services by having a learning support teacher available throughout the entire day at the elementary level for "pull-out" opportunities for those students who are not receiving educational benefit in the regular education setting. This will expand the opportunities for direct instruction in all subject areas. At the high school level, a class will be added to focus on "life" skills. The curriculum will include topics such as: banking, budgeting, resume writing, interview skills, etc. Community-based instruction will also be part of the curriculum.

There is an identified gap in the continuum of services with regard to supplemental emotional and autistic support. The North Star School District is currently exploring how the needs of students can be met with the regular school setting. The district participated in a survey conducted by Appalachia IU8. The district is part of a focus group to determine how the continuum can be expanded to support students with more intensive needs.

Students within the district receive a wide range of student and family- centered services and supports including Blended Case Management, Family- Based Programming and individual, group and family therapy. Parents often seek and obtain independent psychological evaluations which include eligibility for Therapeutic Support Services and Behavior Support Consultation. For some students the provision of supplemental support services, in conjunction with school-based special education programs and related services, provides the level of support needed for the student to remain in the LRE.

The North Star School District has implemented a district cyber school program creating an additional support and resource to enhance our continuum of services. The district reviews the continuum of programs on a yearly basis and amends the special education plan as needed to reflect any changes in the level of support or type of support.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The North Star School District special education strengths and highlights are broad based and reflect an effort to continually improve the delivery of services, prepare and integrate our students into the community and provide opportunities to parents to fully participate in the education of their child.

Staffing:

The North Star School District has 16 special education teachers, four guidance counselors, a licensed school social worker and a certified school psychologist. The North Star School District hired a Supervisor of Special Education in November of 2016. The Supervisor of Special Education participates in local and regional coordinator trainings/meetings to ensure the district remains in compliance with any changes in special education procedures. A full time secretary is assigned to the special education department as whose duties include child accounting and IEP Writer system management for the staff. In addition to district employed special education teachers the North Star School District contracts with Intermediate Unit 8 for Autistic Support, Speech and Language Support as well as Transition services.

Special Education Professional Development:

As a result of the compliance monitoring that took place in the 2015-2016 school year, the special education staff was provided training in the following areas:

- Requirements for transition-age students.
- Required members of the IEP team
- A review of special education timelines
- Completing the NOREP
- Educational Placement/Least Restrictive Environment
- Functional Behavioral Assessments and Positive Behavior Support Plans
- Extended School Year
 - Target group requirements
 - NOREP requirements
 - Completing the ESY section/grid in the IEP
- Inclusionary practices and co-teaching

The special education staff will be provided with a special education handbook to include information and guidance in all areas of special education. The handbooks will be assembled during the summer of 2016 and disseminated to staff at the start of the 16-17 school year. The Unique Curriculum has recently been implemented in the secondary life skills classroom. Continued professional development for this program is planned for the next three years.

Child Find Activities:

The North Star School District meets child find requirements in a variety of ways in each of the three school buildings. Public outreach awareness systems include annual public notifications, school website postings of procedures and collaboration with local Intermediate Unit for preschool child find activities. Preschool programming and related services are contracted with and provided by Intermediate Unit 08 who employs special education teachers, related service providers and preschool program service coordinators. Transition meetings and recommended evaluations are completed prior to the start of the student's kindergarten year.

All eligible students for Kindergarten are required to participate in a school screening and assessment offered in the Spring before they begin school. Developmental and medical information

is obtained by registered school nurses and a vision screening is completed by the Somerset County Blind Center. The DIAL-4 is the developmental screening used by the North Star School District. It is designed to measure the most fundamental or basic concepts that are acquired by young children.

The DIAL 4 examines three major areas as follows:

- **Motor**

: Catching, jumping hopping, skipping, building, thumb and finger motor skills, cutting, copying and name writing.

- **Concepts**

: Identification of body parts, colors, rapid color naming, counting, positions, concepts (big/little), and shapes

- **Language**

: Personal data, articulation, objects and actions, letters and sounds, rhyming and I spy, problem solving, and intelligibility.

The teachers screening take behavioral notes, as well. These observations may be used to explain individual variations in the way children approach the tasks given in the screening.

Results of the Dial 4 are discussed with parents immediately following testing by our Guidance Counselors and Reading Specialists.?

Child study team procedures are established in each building and completed for any student referred by a parent, teacher or administrator. These activities are separate from and in addition to required SAP referrals and support. Grade level meetings are scheduled regularly at the elementary school with the school guidance counselor, school psychologist and the Supervisor of Special Education. Grade-level meetings are also held at the middle and high school buildings for child-find purposes. Follow-up meetings or phone conferences are conducted to parents to review concerns, interventions and when necessary proposed evaluations. Vision and hearing screenings are conducted yearly in all three buildings.

Data Collection, Management and Use of Technology:

The North Star School District currently uses PowerSchool as its student information system which also provides a student and parent portal. PowerTeacher is utilized as a web based classroom management system as well. Finally, the District employs OnHand School's data dashboard, EdInsight, to pull all student information as well as assessment data and special education information together in one place for the teachers to use. The EdInsight Curriculum Management System is also used as an online lesson planner which in turn will lead to a curriculum mapping system.

The North Star School district collects multiple measures of data in each statutory area of the district. These measures include academic achievement and diagnostic data as well as

environmental data for each classroom. In the North Star Central Elementary, the following data-driven assessments are utilized; DRA, CDT, PSSA, GRADE, GMADE, DIBELS Next, Study Island, and ECERS-R.

North Star Middle School uses the following assessments; PSSA, Keystone Algebra 1 Exam, Study Island, GRADE, Classroom Diagnostic Tools, and H.E.A.T (Higher-order thinking, Engaged Learners, Authentic Connections and Technology Tools). Finally the North Star High School assesses by using the following; Keystone Exams, Classroom Diagnostic Tools, Study Island, GRADE and H.E.A.T. IEP Writer has been utilized by the North Star School District for a number of years with related staff members and contracted service providers having student access as needed.

Keystones to Opportunity Grant:

North Star School District is a proud recipient of the Keystones to Opportunity's Striving Readers Grant. The KtO initiative is a federal grant Pennsylvania has received to improve literacy outcomes for students from Birth to Grade 12. Pennsylvania is one of 6 states in the country to receive the funding. This five year initiative focuses on the establishment and implementation of a comprehensive approach to literacy instruction including both the content of literacy as well as the process of instruction. The North Star SD is in Year 4 of the KtO grant for the 2015-2016 school year. The vision of the KtO grant is for all students in Pennsylvania from Birth to Grade 12 to become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enable them to achieve their personal and professional goals.

The attainment of the grant has provided a wide range of professional development opportunities for general education and special education teaching staff. It is providing opportunities for improving inclusionary practices, collaborative training and enhancement of current data collection methods.

A focus area for the District's Year 4 KtO grant is to intensify literacy remediation for our IEP subgroups in grades 3-8. Based on assessment data, our IEP subgroups continue to struggle. In order to address this need, the District is utilizing System 44 in grades 3-4 and Read 180 in grades 5-8. These particular programs were selected because they are research-based with a well-documented record of effectiveness. System 44 is a foundational reading program designed to meet the needs of our most challenged readers in Grades 3-4. Endorsed by the Council of Administrators of Special Education (CASE), System 44 is proven to raise reading achievement for students with learning disabilities and includes specific supports and scaffolds to address each student's unique learning needs through explicit instruction in phonics, comprehension, and writing. READ 180, also a comprehensive system of curriculum, instruction, assessment, and professional development, leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. The program is filled with engaging multimedia science and social studies content as well as literature.

Transition:

The North Star School District contracts with the Intermediate Unit 08 for transition services and support for students, teachers and parents. These services include student interviews and

assessments, teacher input into Reevaluations and attendance at IEP's for both in district and for those students placed in out of district programs. Transition training has been provided to special education teachers and guidance personnel aligning with Indicator 13 and continued professional development is planned for the duration of this plan.

KtO Transition:

The process of writing a Transition Plan for the North Star School District grew out of the results of the Comprehensive Needs Assessment that was part of the pre-application process of the Keystones to Opportunity's Striving Readers Grant. The North Star School District is a proud recipient of the grant, which is in Year 4, for the 2015-2016 school year.

Essential to a successful plan, a continuum of birth through high school activities and resources would need implemented targeting all stakeholders including students, parents, and staff and school/community partnerships. Positive transition experiences promote student adjustment, social and emotional development and general school success. Well-adjusted students naturally promote positive and consistent academic performance and growth.

The North Star School District's Transition Plan will ensure that all students, Birth to Grade 12, will have the opportunities to experience academic excellence and a strong sense of social and emotional well-being throughout their school career. Through the collaboration of all stakeholders, transition activities will be implemented to build respect for individual differences, to create a sense of trust and belonging, and to reduce child and family anxiety toward school thus promoting an independent lifetime of learning.

The North Star School District recognizes that transitions are very important and must be designed, valued, and honored at every stage in a student's school life in order for optimal development to be achieved. Successful transitions for students as they move through the educational system are critical to their achievement of their personal and professional best as independent lifelong learners.

All activities directly impact the grade-to-grade and building-to-building transitions, with a specific focus on the special education subgroup. Teacher collaboration is expected to improve between general education and special education teachers and to improve communication within the special education department.

Parent Involvement:

The North Star School District promotes parent and community involvement in all buildings. The Parent Teacher Organization meets monthly at the elementary school. Each building holds an open house at the start of the school year. Parent/teacher conferences are scheduled during the school year.

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

Facility Name	Facility Type	Services Provided By	Student Count
Greystone/Adelphoi Village	Nonresident	Currently all North Star Students enrolled at Greystone are educated By Ketterer Charter School. Individual Decisions are made on a case-by-case basis.	*

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Children's Aide Home	Other	Partial Hospitalization Program	*
Children's Aid Home School Based Program	Other	Partial Hospitalization Program	*
NHS Human Services Schools	Other	Full time Emotional Support Program/Licensed Private School	*
Alternative Community RP	Other	Autistic Support Classroom	*
Somerset Area School District	Neighboring School Districts	Life Skills Support	*
Outside In	Other	Alternative Day School	*
Pressley Ridge	Other	Full-time Emotional/Autistic Support Classrooms	*
ACRP Center for Achievement	Other	Full-time Emotional Support Classroom	*

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

Reason for the proposed change: Addition of itinerant learning support to teacher caseload.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 11	17	0.75
Justification: Learning/Emotional support teacher either provides individual instruction or instruction to groups within the appropriate age range.							
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	5 to 11	5	0.25

		operated					
Justification: Learning/Emotional support teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Addition of supplemental learning support to position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	6	0.75
Justification: Learning support teacher either provides individual instruction or instruction to groups within the appropriate age range.							
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	2	0.25
Justification: Learning support teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Addition of itinerant learning support to position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	1	0.25
Justification: Learning Support Teacher either provides individual instruction or instruction to groups within the appropriate age range.							
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	15	0.75
Justification: Learning support teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Addition of itinerant learning support to position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star Central Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	1	0.25
Justification: Learning support teacher either provides individual or instruction to groups within the appropriate age range.							
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	10	0.75
Justification: Learning support teacher either provides individual or instruction to groups within the appropriate age range.							

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Addition of supplemental learning support to position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	5	0.4
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	7	0.6

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Addition of supplemental learning support to position.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	8	0.7
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	3	0.3

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 18, 2016*Reason for the proposed change:* Update of caseload number**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	6	0.5
North Star Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	6	0.5

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Addition of supplemental learning support to position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	7	0.53
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	6	0.47

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Addition of supplemental learning support to the position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	13	0.75
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	4	0.25
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Additional of supplemental learning support to position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	10	0.75
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	3	0.25
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #11*Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: Addition of supplemental learning support to position.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	11	0.75
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	1	0.25
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 31, 2015

Reason for the proposed change: Position changed to itinerant/supplemental emotional support.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	2	0.1
Justification: Students are provided support individually or in small groups with like aged peers.							
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 19	27	0.9
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

Reason for the proposed change: Addition of supplemental life skills support to position/class.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 21	1	0.4
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	5	0.6
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Addition of itinerant autistic support, supplemental autistic support and supplemental emotional support to position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 15	24	0.5
Justification: Students are provided with support in small groups with like age peers or individually.							
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 15	2	0.1
Justification: This is a full-time position, the teacher will have gifted support .20 FTE Teacher either provides individual instruction or instruction to groups within the appropriate age group.							
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 15	1	0.1
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	1	0.1

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 31, 2015*Reason for the proposed change:* Position was listed separately previously. Teacher provides services at both the elementary and the high school.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star Central Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	49	0.85
Justification: Students are provided support in small groups with like age peers or individually.							
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	8	0.15
Justification: Teacher either provides individual instruction or instruction to groups within the appropriate age range.							

Program Position #16*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 31, 2015*Reason for the proposed change:* Addition of itinerant speech and language support provided by IU8 at North Star Middle School.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star East Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	15	0.23
Maple Ridge Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 8	2	0.03

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* This assignment is included in another position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	7	0.25

Program Position #18*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Addition of supplemental autistic support as well as itinerant learning support to position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star Central	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 9	2	0.2
Justification: Services are provided to students individually or in small groups							
North Star Middle School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 19	5	0.45
Justification: Teacher will provide individual or group instruction within the appropriate age range.							
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 9	1	0.12
Justification: Students are provided services individually or in small groups with similarly aged peers.							
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	5	0.1
Justification: Teacher will provide individual or group instruction within the appropriate age ranges.							

Program Position #19*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015*Reason for the proposed change:* Correction to support and caseload.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
North Star High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	15 to 17	4	0.13
North Star Central Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 8	2	0.07

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District Wide	1
School Social Worker	District Wide	1
Supervisor of Special Education	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Camco Physical and Occupational Therapy/Occupational Therapy	Outside Contractor	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Topic: Educating Autistic Students in the Least Restrictive Environment Special education teachers, regular education teachers, and parents of autistic students will participate in professional development focusing on supporting the instructional and emotional needs of autistic students.
Person Responsible	Suzanne St. Clair, Supervisor of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	4
# of Sessions	1
# of Participants Per Session	20
Provider	North Star School District
Provider Type	School Entity
PDE Approved	No
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>Empowers educators to work effectively with parents and community partners.</p>
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.

Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors 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	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey The North Star School District will increase the number of autistic support students in the regular education environment by 2% annually.

Behavior Support

Description	<p>North Star teaching and pupil personnel staff will be provided yearly trainings on de-escalation trainings.</p> <p>North Star teaching and pupil personnel staff will be provided trainings and/or professional development activities on the topic of positive behavior support.</p> <p>North Star teaching and pupil personnel staff will</p>
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	be provided professional development on the topic of mental health illness and treatment.
Person Responsible	Suzanne St. Clair, Supervisor of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	4
# of Sessions	1
# of Participants Per Session	20
Provider	Intermediate Unit 08
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Information relating to behavior support, interventions and behavioral management.
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. 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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers School counselors Paraprofessional 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 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. Participant survey During the course of this special education plan it is anticipated that discipline referrals will decrease by 3% in each school building as a result of increased staff training and development.

Paraprofessional

Description	Para professionals are provided with 20 hours of training each school year on a variety of topics including technology, ACCESS Billing, assessments, PSSA Test Security Training, and CPR and First Aid Training.
Person Responsible	Melissa Garman, Director of Curriculum, Data and Federal Programs
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.5
# of Sessions	6
# of Participants Per Session	15
Provider	North Star School District
Provider Type	School Entity
PDE Approved	No

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> <p>Empowers educators to work effectively with parents and community partners.</p>
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	Department Focused Presentation
Participant Roles	Paraprofessional
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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey

Reading NCLB #1

Description	Special Education teachers will continue to participate in professional development as part of the Keystones to Opportunity Grant. Teachers will continue to receive training on utilization of Read 180 and System 44 to support struggling readers.
Person Responsible	Suzanne St. Clair, Supervisor of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3
# of Sessions	3
# of Participants Per Session	20
Provider	North Star School District
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> <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,</p>

	<p>with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>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</p>
Evaluation Methods	<ul style="list-style-type: none"> • 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 • Participant survey • Review of participant lesson plans • During the course of this special education plan student who have IEP's PSSA scores will increase by 3% each school year in the area of reading.

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Transition

Description	The North Star School District will provide Indicator 13 Training for all special education teachers over the course of this three year plan. One training day per calendar year will be scheduled.
Person Responsible	Suzanne St. Clair, Supervisor of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3
# of Sessions	3
# of Participants Per Session	20
Provider	Intermediate Unit
Provider Type	IU
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	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Parents

Grade Levels	<p>Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>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</p>
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. Participant survey Over the course of the special education plan it is anticipated that the number of students enrolled in post secondary training will increase by 3% each year.</p>

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