

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 253

School District Total Student Enrollment 1514

Percent of Students Receiving Special Education 16.7

Steering Committee

Name	Position/Role	Building	Email
Brianne Hodges	Director of Special Education	North East SD	bhodges@nesd1.org
Michele Hartzell	Superintendent	North East SD	mhartzell@nesd1.org
Rachel Burger	Special Education Teacher	Earle C Davis Primary	revans@nesd1.org
Taylor Cavaretta	Special Education Teacher	North East MS	tcavaretta@nesd1.org
Brian Emick	Building Principal	North East Intrmd El	bemick@nesd1.org
Tina Williams	Parent	North East MS	tilmj2010@gmail.com
Susie Brown	General Education Teacher	North East Intrmd El	sbrown@nesd1.org
Katelynn Bailey	Special Education Teacher	North East Intrmd El	kbailey@nesd1.org
Emily Drotar	Special Education Teacher	North East Intrmd El	edrotar@nesd1.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
The North East School District will examine all building-level classes and schedules and discuss ways to provide more opportunities for students with disabilities to be included in the LRE.
The North East School District will provide additional training to teachers to involved in co-teaching to ensure that effective practices are being implemented. Additionally, the District will continue to investigate additional courses that may be able to transition to a co-taught model and provide the training or support needed for those co-teaching teams.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

The North East School District is not a host district for a 1306 facility. However, if the North East School District was a host district, it would be responsible for the education of the students enrolled/placed in this program. In accordance with the Basic Education Circular Section 13-1306, NESD would contract with an appropriate agency to provide educational services for these students. The North East School District would then be responsible for seeking advice from the resident school district in respect to each individual student, and keeping the resident school district informed of its plans to educate each student. To ensure that students in a 1306 facility are educated in the least restrictive environment, North East School District will participate in MDT or IEP team meetings and make certain the full range of educational placements is considered and made available. The individual needs of the student will be discussed and considered to determine the appropriate placement, aids, and services needed. Additionally, the North East School District would remain involved in actively monitoring special education plans by asking for regular consultation updates on North East students.

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

The North East School District is responsible for communicating with the resident school district with respect to the student and the academic needs of that student. This includes regular communication via phone or email and participation in meetings related to the educational needs of the student. When a North East School District student in a 1306 facility is nearing discharge, the district meets regularly with the supervisors of the agency providing the education and the treatment team to ensure the student is prepared to transition back to school. The District participates in planning meetings to discuss the transition and make sure that the student has the supports necessary upon return to the District. In the past this has included tours of the school they will be attending, meetings with the staff so they can begin to establish rapport, planning meetings to ensure that IEP supports and goals align with what was done previously, and continued open communication with the student's parent or guardian. When necessary, the District has provided an amended schedule so the student can slowly acclimate to the new environment while still receiving services from the previous facility. Once the student transitions, there are frequent check-ins with the student to ensure that the programming and supports provided are adequate. The team will also meet regularly to review how the student is doing and adjust to the plan as needed.

Incarcerated Students Oversight

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

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

There are currently no facilities for incarcerated students within our LEA; however there are three students who are placed in various programs due to incarceration. These programs include George Junior Republic, Cove Prep, and Crawford County Correctional Facility. As a result, North East School District would use existing Child Find procedures to work in collaboration with the facility to ensure the provision of FAPE for any student in need of special education services while incarcerated. The North East School District works closely with the districts of residence for these facilities to ensure that special education services are provided. Members of North East School District staff also meet regularly with agency supervisors to ensure the provision of FAPE to students in the facility. Communication channels are developed and used to share information with the school district in which the student's family resides. A representative of the North East School District participates in the IEP process for students that are incarcerated to ensure their needs are met in compliance with IDEA and FAPE is provided.

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

Providing students with the opportunity to participate in the least restrictive environment (LRE) is a top priority for the North East School District. When investigating the continuum of special education placements, including students in the regular education classroom with their peers is always the first choice. Despite this dedication to keeping students in the LRE, the North East School District still falls short of SPP/APR targets established for the 2018-2019 school year. There are no SPP/APR targets for the 2019-2020 school year because the baseline was reset and no target measurements were performed. During the 2018-2019 school year, North East School District reported 60.9% of special education students inside the regular class for 80% or more of the day. This was below the state average of 61.5% and the SPP/APR target of 64.1%. The 2019-2020 Special Education Data Report for North East School District indicates that 59.9% of North East students in special education are inside the regular classroom for more than 80% of the day. This is less than the 61.5% average of the state. Data from 2018-2019 For special education students inside the regular classroom for less than 40% of the day, North East reports 11.3% of special education students in this category compared to the state average of 9.6%. North East also reports a higher-than-average number of special education students in other settings with 6.1% compared to the state average of 4.8%. Baseline data was reset in 2019-2020 therefore no target measurements were performed. Historically, since 2016-2017, the district has only met the SPP target for students within the regular classroom for more than 80% of the day once. The district has also only met the target for students in the regular education classroom less than 40% of the day once. Since 2016-2017, the District has not met the SPP target for students in other settings. Areas of improvement include increasing the amount of time students are included in the regular education classroom and addressing the number of students in settings outside of the district.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

The North East School District is dedicated to providing our students with a placement in the least restrictive environment. To meet all students' needs, the District has access to a full continuum of programs and services. Academic needs for all students are reviewed on a regular basis by building teams. These teams look at data including NWEA MAP scores, PSSA scores, DIBELS and Acadience data, Study Island, IXL, Reflex, and current and past grades to determine students who may need additional support. During these reviews, teams discuss any accommodations that may be needed and the timelines for implementing them. These accommodations may be a mix of in-class and out-of-class supports, based on the student's needs. If students show a limited response to the interventions that are being implemented, school-level SAP teams will discuss the student needs at length and recommend additional supports to try. Accommodations are implemented over a period of time and environments based on the student's needs. At the elementary level, grade/subject level support staff are utilized to help provide students extra practice and review. At the secondary level, students are provided additional opportunities for review and practice during tutorial periods or during after school help. All students that participate in on-campus instructional settings participate in the District's social-emotional curriculum. The District utilizes rethinkEd for a K-12 social-emotional learning curriculum. Each building is equipped with school counselors who are available for students if needed as well. The District also has several individuals that work with students that may have social/emotional needs. Our Social Emotional Learning Specialist works with the teachers to aid in the implementation of the district-wide curriculum. Additionally, she is a licensed social worker and provides small group and individualized counseling for students as needed. Our Student and Family Relationship Specialist assists with our In-School Suspension program, which provides an alternative for out-of-school suspension. Additionally, he runs small groups focused on student needs such as anger management. The elementary center and high school both have refocus rooms to provide all students a calming place when they are struggling with social/emotional needs.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The majority of special education students receive services in their home school with varying levels of support. North East continues to develop new programs to ensure students can be provided with the proper program to meet their individual needs within their home school district. This has included an elementary emotional support program, a secondary level autistic support program, and increased learning support coverage at the high school. The district will continue to evaluate the needs of our students and develop programs as needed. Every effort is made to keep students within their home school. If the IEP team determines that a student's needs cannot be met within the home school, the District can provide appropriate programs or services to their students in neighboring districts. If a student's needs cannot be met within the public school settings, the District can utilize alternative education placements, partial hospitalization programs, or an approved private school placement. When determining placements options for students, all IEP teams consider input from multiple sources including all professional staff, outside agencies involved with the student, and the parents/guardians of the student. The student's needs are discussed at length, with those needs driving the determination of placement. When determining placement options, the IEP team always begins with options that include the regular education setting. When discussing supplementary aides and services that may be required, IEP teams first consider those supplementary aids and services that can be delivered in the regular education setting before looking at another placement. The North East School District has worked to develop a fully inclusive model for our students at North East Intermediate, Middle, and High School. All three buildings offer co-taught classes for students in grades 3-12. The District has utilized PaTTAN, outside providers, and training sessions offered at the local IU to enhance our current supports and services. District trainings have focused on developing instructional strategies for our students in the general education setting. The district utilizes a train-the-trainer model to ensure that students with disabilities have access to the general education curriculum in the least restrictive environment. Students in low-incidence classes are also included in the regular education to the greatest extent possible. This includes at least monthly outings into the community to work on social and life skills, participation in school-wide activities and incentives, participation in the general education classroom to the greatest extent possible, and the development of in-school activities to help promote socialization and the practice of skills such as a weekly coffee cart or hosted lunch. During the 2019-2020 school year, Davis Primary participated in an RTI grant. This opportunity helped to develop additional supports within the school to help address student needs prior to referral to special education. While the progress of this grant was halted due to COVID, many of the concepts have continued to be put into place. Professional development is viewed as a necessary and important component and has been provided on a variety of topics through Act 80 days, in-service days, and during school building faculty meetings. Most recently these trainings have been focused on the use of technology to further enhance instruction through our 1:1 Chromebook initiative as well as social emotional development and education. The district has also created a partnership with Teacher's Pet Therapy Dogs to provide frequent visits by the therapy dogs throughout the district. The District is continuing to investigate additional ways to better serve our students with special education needs such as after school clubs, community activities, and awareness activities.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Students with disabilities at North East School District are offered a variety of supplementary aids and services to promote participation in extracurricular activities. Extracurricular activities are discussed at IEP meetings, and the district makes every effort to provide supports and services necessary for meaningful participation in a student's activity of choice. When school-based activities are not available in a student's interest area, the district provides information related to outside agencies with appropriate programs. Every student with a disability is provided with an opportunity to participate in enrichment activities such as STEM, gym, music, and art. Students also participate in lunch, recess, assemblies, school programs, and field trips with their

non-disabled peers. The District is continuing to explore ways that students with disabilities can meaningfully participate in activities such as sports, clubs, theater productions, and other extracurricular activities.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

Upon the decision to place a North East School District student in a private institution, the IEP team always meets with staff from the program to ensure that students are educated with non-disabled peers to the greatest extent possible and the IEP is implemented with fidelity. The District communicates with the private institution at least once a quarter to check on student progress as well as to address any concerns that may arise. Additionally, these students are left on the district's contact list so they receive notice of district activities and are welcome to participate if interested. If a student is interested in a district-provided extracurricular activity, the IEP team meets to discuss and implement any supports or services that may be required in order for the student to meaningfully participate in the program.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

North East School District is continually evaluating its programs to ensure they are best suited to meet the needs of the North East community. Within the past three years, the district has developed an Elementary Emotional Support program to address the needs of K-5 students with emotional or behavioral difficulties. This also allowed the District to bring back elementary students who were participating in behavioral programs at neighboring school districts. The District is also in the development phase of providing emotional support services at the Middle School. Currently, these students receive behavioral supports through learning support. While it does provide a certain level of support for these students, it is difficult for the learning support staff to provide both academic and emotional/behavior support simultaneously. The eventual goal of the District is to provide emotional support services for students grades K-12. Additionally, the current programs within the district currently address students with itinerant or supplemental emotional support needs. Students with full-time emotional support needs still participate in an out-of-district program. Providing this level of service is also an eventual goal of the District. The District has also created a Middle/High School Autistic Support program. The District already had Autistic Support programs for students in grades K-5. Upon entering grade 6, students would attend a neighboring school district to participate in their Autistic Support program. The District recognized the disruption this caused and determined it more appropriate to have our own program. The District has started a secondary program at the Middle School to support students in grades 6-12. This has allowed the District to bring back several students who were in out-of-district programs. Another way the district is looking to provide a wider continuum of services is through the expansion of co-taught classes. By training additional teachers in best practices related to co-teaching, more students with disabilities can be included with their regular education peers within the regular education classroom. In addition to this, the District is continuing to work on ways to enhance partnerships with outside agencies to provide additional services. This includes partnering with Bethesda Lutheran Services for an AEDY program, partnering with the Achievement Center to provide outpatient counseling within the school, and working with agencies to help students receive behavior supports such as a BHT within the classroom. Within the next few years, the district is working to expand these partnerships and start a medication clinic within the school. This clinic would provide North East families with the opportunity to meet with a doctor on a regular basis in order to secure diagnoses, access medication, and provide ongoing support. The District has also utilized multiple programs to help students who may need supports in specific areas. In grades K-2 our learning support classroom utilizes the Reading Mastery program, which helps to build and reinforce early reading skills reviewed in the regular education classroom. This support is continued through the Intermediate School with the use of the Corrective Reading program, which allows students to receive reading instruction at their level. We also offer the Wilson reading program at the high school level, to help support high school students who still may need support in decoding. The District has also utilized

multiple programs for our low-incidence students to include life-skills instruction. Students with significant needs in grades 3-12 participate in the Health Relationships curriculum, a flexible curriculum that helps to systematically teach daily living skills. We also supplement the rethinkEd social-emotional lessons with the Superheroes Social Skills curriculum. Students with academic goals are monitored through the Aimsweb program, which allows frequent progress monitoring and goal adjustment. In the development of these additional programs, one component that is still needed is to provide additional training and support to the general education staff. Additional training and support in working with students with disabilities will allow us to increase the opportunities for students in these programs to participate with general education peers. Future areas of focus include secondary emotional supports, behavior supports within the general education curriculum, and programs and services for our upper secondary transition-aged students with more severe needs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Community Country Day School	Approved Private School (APS)		Privately Operated	Emotional Support	1
Community Country Day School	Licensed Private Academic		Privately Operated	Emotional Support	2
Harbor Creek Junior/Senior High School	Other	Neighboring School District	Harbor Creek School District	Autistic Support	1
Virtual High School Life Skills Consortium	Other	IU Run Classroom	Tri-County Intermediate Unit 5	Life Skills Support	1
Seneca High School	Other	Neighboring School District	Wattsburg Area School District	Life Skills Support	1
Sarah Reed Partial Hospitalization	Other	School Age Partial Hospitalization Program	Sarah A. Reed Children's Center	Emotional Support	2
Wattsburg Area Middle School	Other	Neighboring School District	Wattsburg Area School District	Emotional Support	1
Iroquois Jr./Sr. High School	Other	Neighboring School District	Iroquois School District	Life Skills Support	2
Edinboro Community Based Transition Program	Other	IU Program	Tri-County Intermediate Unit 5	Autistic Support	1

Harbor Creek Youth Services	Other	Residential Treatment Facility	Privately Operated	Emotional Support	1
Saegertown Jr./Sr. High School	Other	Hermitage House Placement	Penncrest School District	Emotional Support	1
Beacon Light	Other	Residential Treatment Facility	Privately Operated	Emotional Support	1

Positive Behavior Support

Date of Approval
2021-04-22

Uploaded Files
Behavior Support Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?

North East School District recognizes that learning occurs within an environment that is conducive to learning. Establishing an optimal learning environment relies both on instructional planning and effectively managing the learning environment. In order to effectively manage the learning environment, it is necessary to establish interventions for student behavior. The North East School District believes that behavioral interventions for students receiving special education services need to be positively based, as minimally intrusive as possible, focused on teaching students appropriate behaviors, and always respectful of the student's human dignity. Each school within the district has a variety of positive behavior supports built into the daily school program and appropriately geared towards the development needs of the students they serve. These positive behavior supports include student recognition, tangible and intangible reinforcers, field trips, assemblies, edibles, and verbal reinforcement. For students who exhibit behaviors that interfere with their learning or the learning of others, and who have not responded to the school-wide positive behavior support systems, individualized techniques are developed. Written behavior plans are derived from a functional behavioral assessment (FBA) when the behavior persists despite documented interventions, is a risk to someone's safety, results in chronic discipline or suspensions, or a more restrictive placement option is considered. IEP teams work together to identify target behaviors and develop positive behavior support plans to address those targets. For students with identified emotional and social needs, the District provides an Emotional Support program for students in grades K-5. This program provides itinerant to supplemental behavioral support based on a functional behavior assessment. Students participating in this program receive individually based supports from the Emotional Support staff as well as regular social skills instruction focused CASEL's social-emotional competencies and driven by individual student need. The North East School District Emotional Support program focuses on utilizing positive behavior management techniques to allow students to participate in the general education classroom to the maximum extent possible. When negative behaviors occur, the Emotional Support staff aim to address the behavior first in the general education classroom, and then in the Emotional Support classroom if necessary. In addition, the district also employs a Social and Emotional Learning Specialist as well as a Student and Family Relationship Specialist. These two individuals work in tandem to provide additional social and emotional supports for students who show the need. These individuals also helped to coordinate groups based on individual student needs such as anxiety, anger management, or grief. They also provide individual counseling and behavior consultation for students as it is needed. These individuals both sit on the elementary and middle school SAP (Student Assistance Program) teams and are skilled in helping families obtain outside supports from community agencies when necessary. There is also an additional part-time SAP counselor at the high school to help support students with emotional and mental health needs in grades 9-12.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

Special education staff and any regular education staff who may be working with students with emotional support needs are trained via staff meetings and on an individual basis. Topics covered include identifying target behaviors, addressing behavioral concerns via goals in the IEP, the use of positive behavior interventions, the use of the least restrictive behavior supports, how to identify appropriate replacement behavior, disorder-specific methods of addressing negative behaviors, the use of evidence-based procedures to address negative behaviors, IEP collaboration (staff, parents, outside agencies), components of the District's discipline policy, and how to address on-task behaviors. Special education staff meet with the Supervisor of Special Education once a month during the school year to receive additional training and discuss student-specific concerns. Training is provided regarding school district discipline policy as well as special education rules and regulations related to the discipline of students with special education needs. This also provides the special education staff an opportunity to troubleshoot ideas for challenging behaviors they may be addressing on their caseloads. The District has invested in two certified Ukeru trainers. Ukeru offers de-escalation techniques and blocking techniques that permit staff to keep the student and themselves safe without having to use physical restraint techniques. Annual training provides staff with the opportunity to learn and practice new methods of de-escalation. Ukeru pads have been provided in all three Autistic Support classrooms, the Emotional Support classroom, and to the transportation department for use on the bus. The District has also invested in two certified Handle with Care trainers. Annual Handle With Care training or recertification is offered to ensure all individuals working with special education students who may exhibit negative behaviors. This training focuses on prevention strategies, positive behavior supports, verbal de-escalation, and physical de-escalation. When necessary, individuals receive one-on-one training to address specific student needs or to reinforce important concepts from the annual training. While both of these training programs are provided to the staff, the focus is on using Ukeru over Handle With Care. Training focuses on using physical restraint only if all other options have been unsuccessful.

3. Describe the district positive school wide support programs.

Every student in North East School District participates in the district-wide social-emotional learning curriculum through ReThinkEd. This curriculum covers a weekly topic related to one of the 5 competencies outlined by CASEL. Each lesson is tailored to the grade-specific needs of the student and offers time for both group and individual reflection. For students with significant special education needs who may not be able to comprehend the grade-specific lesson, ReThinkEd offers tier 2 and 3 level supports. Tier 2 supports provide accommodations for teachers to employ to ensure students within the classroom are able to access and participate in the lesson. Tier 3 supports offer an alternative lesson for our neediest students. In this way, NESD is reaching every student and providing social-emotional learning on a level they can understand and participate. Within the individual buildings, school-wide behavior support programs exist that are appropriate for the age levels in that building and help to provide opportunities for students to be recognized for their hard work and behavior.

4. Describe the district school-based behavior health services.

The District maintains two refocus rooms, one in the Elementary Center and one in the High School. These rooms serve to provide students a safe space to de-escalate and also provide a therapeutic environment for students receiving in-school suspension. The District utilizes the IU's Behavior Consultant to help complete Functional Behavior Assessments, develop positive behavior support plans, and assist with individual student behavioral needs. During the 20-21 school year, the amount of contracted time with the IU BC was increased to help address the rise in negative behaviors seen from a large population of students with autism as well as the negative social-emotional impact of the COVID-19 school closure in the spring of 2020. When necessary, the district has used an independent evaluator to gain additional information and a new perspective on some of our most needy students. Additionally, the district is working on developing additional supports for the students and community by pairing with area agencies to increase the number of mental health supports and services available.

5. Describe the district restraint procedure.

As part of North East School Board Policy 113.2, restraints are only used when a student is acting in a manner that presents a clear and present danger to the student, other students or employees, and when less restrictive measures and techniques have been ineffective. Whenever possible, North East School District staff are encouraged to use Ukeru techniques and materials to prevent the use of restraint. IEP teams discuss the use of restraint as needed at the annual IEP meetings. The use of restraints is only included in the IEP when it is accompanied with a specific Positive Behavior Support Plan, is used in conjunction with social skill training, and there is continued documented effort to eliminate the use of restraints. The District utilizes the Handle with Care de-escalation and physical restraint system. The District maintains two in-house trainers to provide instruction and practice to staff within the District. All participants are first instructed in the de-escalation techniques and prevention strategies included within the program. Staff is taught that physical restraint is only to be used as a last resort. Staff that work with students with emotional disabilities or autism are also trained in Ukeru. The blocking techniques trained in Ukeru are aimed at eliminating the need for restraints. Ukeru blocking pads are available in all emotional support and autistic support classrooms. All staff is retrained annually, or more often if the need arises. Staff is instructed to never restrain alone and always call for backup if necessary. Only staff that have current certifications are permitted to participate in physical restraint. Restraints are kept as short as possible, with verbal de-escalation techniques employed throughout the restraint process. Following a restraint, teachers and students both complete the de-escalation process. All parties involved are checked for injuries, with any injuries documented by the school nurse. Parents are informed as soon as possible and presented with the option to hold an IEP meeting or waive the IEP meeting. Staff involved with a restraint are required to report the restraint to the special education department within 24 hours of the restraint. Once the report is received, it is added to the RISC system. The Special Education Director follows up with the team involved with the restraint team to ensure proper procedures were followed and make adjustments to the plan as needed.

Intensive Interagency

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

Currently, the North East School District only has one student placed on Instruction Conducted in the Home. This student was placed in the home after the IEP team, in conjunction with the student's doctors, determined it the safest place for him to attend due to COVID-19 concerns. The IEP team is currently executing a plan to slowly reintegrate this student back to in-person learning. North East School District utilizes a framework of support systems both in the District as well as through agencies and neighboring districts in order to ensure FAPE for all students. The District assesses its continuum of services on an annual basis in order to determine if there are any gaps in the services we are providing for our students either directly or indirectly. The District does not currently have difficulty ensuring FAPE for a particular disability category. All children with special needs are in appropriate placements at this time. Children with diagnoses of emotional disturbance continue to be a challenge for our district. To ensure these students' needs are met, we have opened an emotional support classroom for K-5 students. This provides the opportunity for additional social skills training as well as a place and case worker specially tailored to their behavioral needs. The district also provides ongoing training to our special education teachers on how to utilize information from an FBA to develop a positive behavior support plan. We have also hired a Student and Family Relationship Specialist and a Social Emotional Learning Specialist to help address behavioral and mental health needs throughout the district. Additionally, both the elementary and high schools have opened a refocus room that helps to provide all students with a place to help support them behaviorally. The District continues to utilize our cyber program for students with anxiety and school avoidance issues. These students are also offered tutoring hours as needed to assist with pacing or understanding content. Additionally, The North East School District continues to utilize interagency collaboration to improve our programs' capacity. The District utilizes IU and other resources as necessary when situations arise where the provision of FAPE is difficult to provide. The District is continuing to work with outside agencies as we look to expand our SAP program K-12, expand our supports for students with behavioral needs, and eliminate barriers our families may face when it comes to mental health diagnosis and medication management.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing	Multiple	Part-time (0.5)	05/11/2022 02:18 PM

Building Name		
North East SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Multiple	9 to 16
Age Range Justification		FTE %
Students are provided individual services or are grouped with students from the same grade.		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech PT	Multiple	Part-time (0.5)	05/11/2022 12:06 PM

Building Name		
North East SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24

Identify Classroom	Classroom Location	Age Range
School District	Multiple	6 to 19
Age Range Justification	FTE %	
Students are provided services either one-on-one or in groups within their classrooms, with peers of similar age	0.37	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School LS - KR	Secondary	Full-time (1.0)	02/21/2022 12:21 PM

Building Name		
North East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
North East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School LS - AP	Secondary	Full-time (1.0)	02/21/2022 12:24 PM

Building Name		
North East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.12

Building Name		
North East HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

Building Name		
North East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School LS - TP	Secondary	Full-time (1.0)	02/21/2022 12:27 PM

Building Name		
North East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.16

Building Name		
North East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School LS - LS	Secondary	Full-time (1.0)	02/21/2022 12:28 PM

Building Name		
North East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.16

Building Name		
North East HS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School LS - TW	Secondary	Full-time (1.0)	02/21/2022 12:30 PM

Building Name		
North East HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
North East HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.24

Building Name		
North East HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Secondary LSS	Secondary	Full-time (1.0)	05/23/2022 10:48 AM

Building Name		
North East MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 19
Age Range Justification		FTE %
The oldest student in the class participates in an adjusted schedule that is shared with Autistic Support. Whenever participating in the Life Skills classroom, he is given individual tasks and instruction. All other students in the class are within the required age range.		0.3

Building Name		
North East MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Secondary AS	Secondary	Full-time (1.0)	05/23/2022 10:48 AM

Building Name	
North East MS	
Support Type	
Autistic Support	
Support Sub-Type	

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.25

Building Name		
North East MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

Building Name		
North East MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
Student participates in North East Virtual Academy. Support provided through phone or video as requested by mom.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary ES	Elementary	Full-time (1.0)	02/21/2022 12:39 PM

Building Name		
Earle C Davis Primary		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
Support is provided on an as-needed basis and there is no point in which all students are educated together. In instances where multiple students are utilizing the ES room at once, students are kept to grade level or building level groups.		0.16

Building Name		
North East Intrmd El		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %

Support is provided on an as-needed basis and there is no point in which all students are educated together. In instances where multiple students are utilizing the ES room at once, students are kept to grade level or building level groups.	0.2
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8th Grade LS	Secondary	Full-time (1.0)	02/21/2022 12:57 PM

Building Name		
North East MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.06

Building Name		
North East MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.75

Building Name		
North East MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7th Grade LS	Secondary	Full-time (1.0)	01/25/2022 11:37 AM

Building Name		
North East MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.06

Building Name		
North East MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6th Grade LS	Secondary	Full-time (1.0)	02/21/2022 12:43 PM

Building Name		
North East MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.1

Building Name		
North East MS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5th Grade LS	Elementary	Full-time (1.0)	02/21/2022 12:57 PM

Building Name		
North East Intrmd EI		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.22

Building Name		
North East Intrmd EI		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4th Grade LS	Elementary	Full-time (1.0)	02/21/2022 12:48 PM

Building Name		
North East Intrmd El		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.06

Building Name		
North East Intrmd El		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3rd Grade LS	Elementary	Full-time (1.0)	01/25/2022 11:20 AM

Building Name		
North East Intrmd El		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.16

Building Name		
North East Intrmd El		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary LSS	Elementary	Full-time (1.0)	02/21/2022 12:52 PM

Building Name		
Earle C Davis Primary		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Earle C Davis Primary		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6

Age Range Justification	FTE %
	0.05

Building Name		
North East Intrmd El		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 14
Age Range Justification		FTE %
In person age range is 9-11, 14 year old student receives Instruction in the Home because he is too medically fragile to come in person. In person students are all instructed in small groups or individually based on their individual needs.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech FT	Multiple	Full-time (1.0)	02/21/2022 12:55 PM

Building Name		
North East SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 11
Age Range Justification		FTE %
Students are provided speech therapy either one-on-one or in small groups of same grade students.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Intermediate AS	Elementary	Full-time (1.0)	01/25/2022 12:11 PM

Building Name		
North East Intrmd EI		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.25

Building Name		
North East Intrmd EI		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %

	0.38
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Primary AS	Elementary	Full-time (1.0)	02/21/2022 12:53 PM

Building Name		
Earle C Davis Primary		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.62

Building Name		
Earle C Davis Primary		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Primary LS	Elementary	Full-time (1.0)	02/21/2022 12:54 PM

Building Name		
Earle C Davis Primary		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.18

Building Name		
Earle C Davis Primary		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

Special Education Facilities

Building Name		Room #
Earle C Davis Primary		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-05-09		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Earle C Davis Primary		Computer Center
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 26 feet, 0 inches	910sqft	32
Implementation Date		
2022-05-09		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Earle C Davis Primary		Resource 1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 22 feet, 0 inches	352sqft	12
Implementation Date		
2022-05-09		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Earle C Davis Primary		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 34 feet, 0 inches	884sqft	31
Implementation Date		
2022-05-09		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
North East Intrmd El		301
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 30 feet, 0 inches	1170sqft	41
Implementation Date		
2022-05-09		
Uploaded Files		

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5Assurance Check

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

Building Name		Room #
North East Intrmd El		408
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2022-05-09		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
North East Intrmd El		305, 306
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 70 feet, 0 inches	1750sqft	62
Implementation Date		
2022-05-09		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
North East Intrmd El		403, 404
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 68 feet, 0 inches	1632sqft	58
Implementation Date		
2022-05-09		
Uploaded Files		

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8Assurance Check

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

Building Name		Room #
North East Intrmd El		505, 506
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-05-09		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
North East MS		FACS
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 38 feet, 0 inches	1064sqft	38
Implementation Date		
2022-05-09		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
North East MS		201
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2022-05-09		
Uploaded Files		

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11 Assurance Check

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

Building Name		Room #
North East MS		101
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2022-05-09		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
North East MS		302
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2022-05-09		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
North East MS		202
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2022-05-09		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
North East HS		101
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 24 feet, 0 inches	336sqft	12
Implementation Date		
2022-05-09		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
North East HS		215
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 24 feet, 0 inches	456sqft	16
Implementation Date		
2022-05-09		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
North East HS		216
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 24 feet, 0 inches	456sqft	16
Implementation Date		
2022-05-09		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
North East HS		217
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 24 feet, 0 inches	456sqft	16
Implementation Date		
2022-05-09		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
North East HS		218
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 24 feet, 0 inches	336sqft	12
Implementation Date		
2022-05-09		
Uploaded Files		

19Assurance Check

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

Special Education Support Services

20Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Paraprofessionals	7.5	Elementary	District
Paraprofessionals	7	Secondary	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	4	Secondary	District
Social Worker	1	District Wide	District
Other	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
North East School District staff will participate in ongoing staff development related to the continuously changing needs of students with Autism throughout the district. This training will focus on supporting students with Autism in the general education classroom, positive behavior support, supporting and increasing social interaction and communication, improving self-management skills, Autism awareness and acceptance, and additional techniques or strategies that can be used to best meet the individual needs of our students.			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	3	Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
Handle with Care- Covers both verbal de-escalation and safe physical restraint techniques for use with individuals with behavior disorders or experiencing significant behaviors. These trainings are documented through the use of sign in sheets.			
Lead Person/Position		Year of Training	
Supervisor of Special Education, District Handle with Care trainers		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	at least one a year	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Ukeru - De-escalation strategies for individuals experiencing negative behaviors, focuses on the understanding of the brain processes during times of heightened behavior, verbal de-escalation, and the use of pads to "receive" the aggressions as an alternative to physical restraint. These trainings are documented through the use of sign in sheets.			
Lead Person/Position		Year of Training	
Supervisor of Special Education, District Ukeru trainers		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	at least one a year	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Special Education Staff and Paraprofessionals will be provided strategies, supports, and consultation to provide positive behavioral supports for all students in special education at all buildings. These supports will include professional development through in-service day presentations on topics relative to positive behavior support, case management discussions on students with new or changing needs, or monthly meetings to discuss trends in student behavior with problem solving discussions to discuss applicable strategies to implement.			
Lead Person/Position		Year of Training	
Supervisor of Special Education, IU Behavioral Specialist, School Psychologist, Social Emotional Learning Specialist, Student and Family Relationship Specialist		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	40	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Paraprofessionals will receive both online and in-person trainings on topics specific to their assignments to complete the mandatory 20 hours per year of professional development as outlined by the state. These trainings may include district-wide in-services, monthly meetings with the Supervisor of Special Education, training accessed through online sources, or individualized training sessions based on paraprofessional assignment. Topics covered may include least restrictive environment, inclusionary practices, behavior support, condition-specific information, technology, confidentiality, first aid, behavior de-escalation and physical restraint, or any additional topic directly related to the paraprofessional's assignment.			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	30	District Other	Paraprofessionals Special Education Teachers

Transition

Description of Training			
North East School District is currently completing the required Indicator 13 training with support from the IU. Results from meetings with the IU coordinator will help drive topics for training in the upcoming years. Training will focus on meeting the needs of our students with disabilities that are aged 14 years or older. The District will be coordinating with the Office of Vocational Rehabilitation to provide supports for teachers, students, and parents as they plan for postsecondary transition.			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	6	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
North East School District teachers and paraprofessionals will be provided professional development related to reading with the adoption of a new reading series during the 23-24 school year. This training will focus on the appropriate implementation of the chosen new curriculum as well as intervention possibilities.			
Lead Person/Position		Year of Training	
Supervisor of Special Education, Building Principals		2023-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	2	District Intermediate Unit Other	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Introduction to Special Education - Training for parents of newly identified students or Early Intervention students. Reviews the special education process and terminology as well as connects parents with special education contacts within the district. The session also includes a question and answer session for parents to ask both general and child-specific questions.			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	General Education Teachers Parents

Description of Training
Parents will be given the opportunity to participate in quarterly presentations. Along with utilizing district staff, outside and community agencies will be brought in to provide parents with information and agency support.

Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	12	District Intermediate Unit Other	Parents

IEP Development

Description of Training			
Special Education teachers will participate in ongoing training and collaboration on the development of IEPs. This will include proper structure, writing effective goals, targeting the appropriate SDI for the student, supporting students in the Least Restrictive Environment, and any additional needs that may be identified.			
Lead Person/Position		Year of Training	
Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 or more	6	District Intermediate Unit	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

