

Profile and Plan Essentials

LEA Name		AUN
New Castle Area SD		104375302
Address 1		
420 Fern St		
Address 2		
City	State	Zip
New Castle	PA	16101
Director of Special Education Name		
Jonalyn Romeo		
Director of Special Education Email		
jromeo@ncasd.com		
Director of Special Education Phone Number		Director of Special Education Ext
724-656-4763		
Chief Administrator Name		
Dr Gregg Paladina		
Chief Administrator Email		
gpaladina@ncasd.com		

Special Education Students

Total Number of Students Receiving Special Education 727

School District Total Student Enrollment 2952

Percent of Students Receiving Special Education 24.6

Steering Committee

Name	Position/Role	Building	Email
Gregg Paladina	Superintendent	New Castle Area SD	gpaladina@ncasd.com
Tabitha Marino	Director of Curriculum	New Castle Area SD	tmarino@ncasd.com
Jonalyn Romeo	Director of Special Education	New Castle Area SD	jromeo@ncasd.com
Sean VanEman	Building Principal	New Castle SHS	svaneman@ncasd.com
Japraunika Wright	Building Principal	New Castle JHS	jwright@ncasd.com
David Antuono	Building Principal	Washington Intrmd Sch	dantuono@ncasd.com
Joe Anderson	Building Principal	Harry W Lockley Early Learning Center	janderson@ncasd.com
Kate Blundo	Special Education Teacher	New Castle SHS	mblundo@ncasd.com
Roni Antuono	Special Education Teacher	New Castle JHS	rantuono@ncasd.com
Alicia Cook	Special Education Teacher	Washington Intrmd Sch	acook@ncasd.com
Jennifer Niles	Special Education Teacher	Harry W Lockley Early Learning Center	jniles@ncasd.com
Ron DePorzio	General Education Teacher	New Castle JHS	rdeporzio@ncasd.com
Dana Joseph	General Education Teacher	Harry W Lockley Early Learning Center	djoseph@ncasd.com
John Quahliero	General Education Teacher	Washington Intrmd Sch	jquahliero@ncasd.com
Mike Peluso	General Education Teacher	New Castle SHS	mpeluso@ncasd.com
Amy Marvel	Other	Washington Intrmd Sch	amarvel@ncasd.com
Carolyn Vivelo	Special Education Teacher	Harry W Lockley Early Learning Center	cvivelo@ncasd.com
Kelly Seybert	Other	Harry W Lockley Early Learning Center	kseybert@ncasd.com
Gary Schooley	Board Member	New Castle Area SD	schoolgm@yahoo.com
Anita Cialella	Parent	New Castle Area SD	acialella@ncasd.com

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)

Indicator not flagged at this time.

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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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 New Castle Area School District (NCASD) is committed to providing FAPE to any eligible student residing within district boundaries. In the event the New Castle Area School District becomes a host district, the LEA will meet with the appropriate facility personnel to develop protocol to ensure FAPE of students entering into the facility and/or the school district. As per the developed protocol, the district will be informed of students' placement into the facility prior to said placement. NCASD would submit the PDE 4605 to the school district of residence and request educational records for student enrollment. Upon receipt of the special education information, NCASD will reconvene the IEP team to determine educational placement considering the public school setting first and then considering more restrictive environments as necessary. Programming, location, related services and specially designed instruction would be addressed at the IEP meeting to ensure that each child is offered FAPE. We will encourage Child Find procedures for students entering into the facility and participate in those efforts. NCASD staff will ensure appropriate progress monitoring of IEP goals. If necessary, a surrogate parent will be assigned to any student who does not have a defined parent under IDEA regulations. NCASD will also communicate student progress with the school district of residence.

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

Communication between the New Castle Area School District is critical while individuals are being educated within 1306 facilities. Official notice of individuals being educated within 1306 facilities begins with the LEA receiving a PDE 4605. Additionally, information may be shared with the NCASD via parent/guardian, caseworker, and/or other stakeholders. When the NCASD receives a PDE 4605, the LEA contacts the 1306 facility to discuss reconvening the IEP team to ensure individuals are serviced appropriately while being educated within said setting. As an IEP team, the Least Restrictive Environment (LRE) is discussed with the emphasis being placed on the general education setting. During the initial IEP meeting, programming, related services, and specially designed instruction is discussed to ensure FAPE is provided to the child. Furthermore, additional IEP dates are determined during the initial IEP meeting to track educational progress and ensure individuals transition back to school successfully. Outside of IEP meetings, email communication, progress monitoring information, and phone conferences are effective ways to provide continued communication between 1306 facilities and NCASD. Lastly, prior to reentry in to the NCASD, the district holds a reentry meeting to ensure appropriate supports are in place for returning students.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Lawrence County Corrections Center	Jail	District	11

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).

The initial contact is made by the incarcerating agency to the district via an email to the Department of Pupil Services. Once the student is incarcerated, the Department of Pupil Services follows procedures based on PA state regulations, concerning eligible students are followed, i.e. permission to re-evaluate is sent, an evaluation is conducted in a timely fashion, notification is sent to the parents, a review of the evaluation report is made, the development of an appropriate IEP is made, and the provision of educational services begins. The staff at the Lawrence County Corrections Center (LCCC) notifies the district via email that a student has been placed in the facility. The district will contact previous schools and facilities for records. Once records are received that verify special needs, the IEP team will meet and ensure the student is receiving FAPE and all the supports are in place for success. The NCASD will follow all procedures and regulations outlined in state and federal code. The LCCC was recently approved for a new juvenile wing which is out of "sight and sound" of the adult inmates. The NCASD educates the juveniles with a combination of Edgenuity and direct instructional support via one of the district's teachers that goes to the LCCC on a daily basis. The older inmates receive their education from Edgenuity and are monitored educationally by the school district.

Least Restrictive Environment

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

The New Castle Area School District is cognizant that the preferred educational setting for students is the general education setting. The district strives to include students in general education setting to the maximum extent possible. Frequently, students are provided with appropriate supplemental aides and services to help assist access to the general education setting. Foremost, all decisions regarding special education placement and any considerations regarding Least Restrictive Environment (LRE) are determined by the Individualized Education Program (IEP) team. During each student's IEP meeting, educational placement is thoroughly discussed giving careful considerations to potential benefits and/or harmful effects to any postulated supports. One area of improvement in regard to Least Restrictive Environment includes creation of additional programming within the New Castle Area School District to reduce the number of out of district placements:- Implementation of SWPBS program in each of our buildings and utilize the SWIS tracking system in order to isolate the recurring behaviors and use the data for problem solving-Implementation of Starting Strong Partial Hospitalization Program at Harry W. Lockley Primary Center Grades K-2-Restructuring Pinnacle partial hospitalization program to separate students in Junior and Senior High (increase capacity from 15 to 20)-Creation of Autistic Support Classroom grades 6-10-Creation of Autistic Support Classroom Grade K-2 (this was added mid year, 23-24 school year)Although the New Castle Area School District has made great strides to improve LRE, examination of the most recent SPP data yields an area of concern based on the Pennsylvania's state targets. The state average for students identified with a speech/language impairment is 14.1%. The district percentage is 27.5%. Within the district, speech and language pathologists have developed and implemented strict screening procedures for students in grades K-3. Across all Lawrence County School Districts, speech and language numbers are disproportionate compared to the state figures. Trends in high number of students qualifying for speech or language support may be attributed to the socioeconomic status of the county. Further attributing to the high number of qualifying students for speech or language support may include environmental concerns such as, limited exposure to rich vocabulary, lack of willingness to engage in reading based activities, or lack of participation in speech support through outside therapies. The district understands the disproportionate figures regarding speech and language support and adheres strictly to screening and evaluation procedures prior to qualifying students to speech or language support. The NCASD plans to continue to transfer strategies to general education teachers for implementation to increase language and reduce articulation speech errors. Further, the district has implemented MTSS supports in the areas of reading, mathematics, and behavior at the elementary level. This year, the district has partnered with the Midwestern Intermediate Unit IV to develop and implement similar identification and intervention supports through the MTSS model to assist students displaying deficits in speech and language and Occupational Therapy (OT). Although the district displays disproportionate numbers of Speech or Language Support, all students identified are appropriate and qualifications for special education services deemed warranted. The district will continue to use strict guidelines of all identifying students for special education as a means to ensure accurate identification. In order to better service our students identified in need of Autistic Support at the K -2 level, a new position was created at that level in order to meet the LRE requirements and Full Time Teacher Equivalency (FTE). Evaluation of relevant data locally and at the state level will be continually examined to ensure all students are identified appropriately and students are provided special education supports through current state and federal guidelines and regulations.

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?**

Supporting all students' academic and social/emotional needs is at the forefront of our district's mission. Each year the district builds upon implemented strategies and systematic approaches across the district to aid students in the areas of academics and social well being. The NCASD has made a continued effort to implement curriculum and allot time to support students. A new reading program, HMH and math curriculum, Eureka has increased the rigor of our academics ages K - 8. At the elementary level the district utilizes the MTSS model to identify and provide interventions to students based on academic needs. The MTSS process is rooted in the district's school-wide screenings and School Wide Positive Behavior Support (SWPBS) structure. Student's area (s) of need are identified using a team approach and targeted interventions are designed to address the individual deficits of students. Interventions are based on specific goals and include a wide range of supports such as small group instruction, effective whole group instruction, connections to outside agencies, and other evidence-based strategies. Strong efforts are established at New Castle to aid students in academic and social/emotional areas. Students in grades K - 8 are provided Social Emotional Learning (SEL) lessons daily using the Second Step research based curriculum the district has purchased. This provides a consistent curriculum that is age and grade level appropriate throughout the district. Next year, the Senior High will be implementing the program as well, for a true flow throughout the grades. During these SEL lessons, students participate in whole group instruction targeting specific areas that tend to trouble the various ages of development. For students needing more targeted supports, identification and targeted interventions may be determined and implemented based on data. Also, academic intervention is provided through our elementary MTSS model. Students participate in academic benchmarking in the areas of reading and math three times per year. Based on obtained data, students in need of additional support participate in targeted interventions through our reading and/or math facilitator. Continued review of student progress is conducted based on a systematic approach. At the high school level, students academic and social/emotional well being are targeted in various ways. Although the New Castle Area School District uses the discrepancy model in the determination of specific learning disability, the district has implemented the Multi-Tier System of Support (MTSS) model for grades K-6 as a means of supporting struggling learners in a three-tiered model of intervention. The New Castle Area School District delivers Pennsylvania standard aligned curriculum to each student K-6. Benchmark assessments are administered to each student K-6 in the areas

of reading and mathematics three times per year. Examination of benchmarking assessments, local and state assessments, and classroom performance are utilized to make decisions about tiered interventions outside of the core elementary curriculum. At the elementary level, common planning data team meetings are held by the Data Review Team (DRT) members (Principal, Assistant Principal, School Counselor, Math/Reading Facilitators, Psychologists, Regular Education and Special Education Teachers) to make decisions for evidence-based tiered interventions. During data team meetings, data driven decision-making is utilized to prescribe necessary tiered interventions and instructional supports. Based on relevant data, students are progress monitored regularly to examine rate of improvement (ROI) to targeted interventions. Students identified as needing tiered support have intervention plans created with input garnered from appropriate staff members and related service providers to determine necessary support and evaluate progress toward identified goals, appropriateness of evidence-based interventions, and progress monitoring schedule. Additional MTSS support may include: review of school records (attendance, office discipline referrals, and report cards), vision and hearing screenings, speech and language screenings, curriculum and performance based assessments (i.e., PSSA, PASA, progress monitoring data, curriculum based measures, Title I assessments), and behavioral observations. Individually administered norm-referenced measures may be used to help rule-out variables that may be interfering with the student's progress. These are conducted by the School Psychologist and with parental permission. The district is committed to continue professional development to improve the MTSS process at all tiered levels and as a system to provide targeted interventions for identified students. At the high school level (7-12), an Academic Committee comprised of the Guidance Counselors, Community Agencies, Principal, Assistant Principal, Psychologists, Teachers, and School Nurse is utilized to identify student concerns (e.g., academically, behaviorally, socially, emotionally). Intervention plans are created much like those at the elementary level. They, too, may include the use of individually administered norm-referenced assessments, identified goals, progress monitoring schedule, and determination of evidence-based interventions. A student may be identified as eligible for special education supports as a student with a specific learning disability if the evaluation or reevaluation findings meet all of the following criteria: 1. The student's achievement is below age or state grade-level standards or national norms in one of eight areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problems solving. 2. The student exhibits a pattern of strengths and weaknesses in classroom performance, validated by standardized tests of academic achievement and intellectual ability, which further define strengths and weaknesses and establish severe discrepancy. The severe discrepancy must be both statistically significant and rare (base rate greater or equal to 10%) in normative populations. 3. The student demonstrates a need for specially designed instruction. Appropriate instructional strategies were provided and documented over a sufficient period of time and the child has failed to demonstrate progress according to age, grade, or intellectual expectancy. The child has made sufficient progress, but the level of support needed to maintain sufficient progress exceeds the resources of the regular education program. 4. Evaluation findings indicate that the student's learning problems are not primarily the result of a vision, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency. 5. Evaluation findings indicate that prior to, or in conjunction with, the referral process, (1) the child was provided with appropriate instruction, by qualified teachers, in general education settings, and (2) repeated assessment of student progress occurred during instruction, with parents informed of findings.

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 New Castle Area School District continually evaluates evidence-based practices for educating students in the general education setting. The stance of the district first and foremost is strong academic delivery in all settings. In order to achieve effective instructional delivery, the district has conducted extensive professional development. Professional development has been provided in order to allow students with special needs access to grade level curriculum with supports in Specially Designed Instruction (SDI). The NCASD works closely with the local Intermediate Unit IV, PaTTAN, outside agencies, and educational consulting companies to deliver appropriate and effective professional development as needed. Meaningful participation in all settings for individuals with disabilities must be achieved through frequent and ongoing training for general education teachers, special education teachers, and administrators. Ensuring students with disabilities benefit meaningfully in the general education setting begins with general education teachers being part of the IEP team and contributing during students' IEP meetings. In order to support meaningful participation for individuals with disabilities, the district provides ongoing training during designated in-services. Examples of trainings offered to staff members include, inclusive practices, behavior management, and IEP training. While frequent training is delivered, administration places a strong focus on common planning. Common planning time is provided to allow general education and special education teachers the availability to collaborate as professionals. The common goal throughout the NCASD is to ensure individuals with disabilities are provided FAPE and meaningfully participate in the general education setting to the maximum extent possible. Continued training is provided by the NCASD to ensure general education teachers are familiar with evidence-based methods to ensure students are provided appropriate accommodations and modifications to general education materials so students gain meaningful access to the general education setting. Likewise, continued training is offered to special education teachers to provide access to general education curriculum. Recently, the entire district participated in cultural training in order to assist the staff with not only our English Language Learners (ELLs), but our ELLs with disabilities.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

It is always the goal of the New Castle Area School District to allow for meaningful participation for individuals with disabilities in extracurricular activities. The NCASD offers a wide range of sports and auxiliaries as extracurricular activities for individuals with and without disabilities. Individuals with disabilities have participated in

extracurricular activities through some of the accommodations listed below as examples:- Collaboration between extracurricular coaches, advisors, administration, and athletic director - Frequent meetings to discuss meaningful participation - Parental collaboration - Provide professional development or training as needed- Paraprofessional and/or peer support - Use of assistive technology - Setting adaptations - Adaptive equipment - Sensory integration - Social skills instruction - Examination of expectations In addition to the aforementioned examples of supplementary aids and services implemented by the LEA to allow for individuals to participate in extracurricular activities, the NCASD has created additional opportunities for individuals with disabilities to participate in adapted sports. Through a partnership with Special Olympics, Unified Sports, and local universities, NCASD was able to implement a bocce team at the high school varsity level. Student athletes compete during the winter sport season with other area schools. The varsity bocce teams includes co-ed gender student athletes and individuals with and without disabilities. Creation of our New Castle Bocce team has provided additional opportunities for individuals with disabilities to participate in extracurricular activities. NCASD is committed to fostering additional opportunities of meaningful participation for individuals with disabilities as other avenues become available. Lastly, the district has created a coffee shop, Perfect Blends in the library of the Senior High School. The coffee shop is run by students with disabilities.

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?**

Providing children with disabilities provisions of FAPE relative to their individual needs is at the forefront of the New Castle Area School District students. Placement of children with disabilities in private settings is a last resort and only conducted when least restrictive environment for said child is appropriate. In the instances students with disabilities are placed in private settings, considerations to provide opportunities with non-disabled children is decided during the students IEP meeting. The IEP team determines ways to provide access to non-disabled peers and general education curriculum. During the IEP meeting, the IEP team must consider any harmful effects and potential benefits relative to LRE. In addition to considering access to non-disabled children while students may be placed in private institutions, participation in district lead extracurricular activities is provided. The New Castle Area School District affords participation in district lead extracurricular activities through multiple ways. First, students placed at private institutions remain with in our district communication system so parents/guardians have knowledge of extracurricular activities and events. Second, through communication of the IEP team stakeholders continue to maintain the connection to the LEA of residence. Lastly, NCASD does not discriminate against participation in any extracurricular activity or events individuals may be eligible to participate or attend.

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)**

To date, the district has not had difficulty in locating programs for students to ensure provisions of FAPE to all of its special education students. The continuum of services is always reviewed to determine appropriate placement of students. In some instances, the district relies on other school districts and multiple entities to provide FAPE for students in the least restrictive environment. The NCASD will continue to examine trends in students' needs and evaluate how to most appropriately provide a continuum of services. As trends in student enrollment evolve, the district will keep up with systematic changes to provide any necessary continuum of supports and systematic changes to programming opportunities.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Western Pa School for the Blind	Approved Private School (APS)		Western Pa School for the Blind	Blind and Visually Impaired Support	2
Cray Education Center	Licensed Private Academic		Cray Education Center	Emotional Support	15
New Horizons	Licensed Private Academic		Beaver Valley Intermediate Unit- 2 locations	Autistic Support	17
McGuire Memorial	Approved Private School (APS)		McGuire Memorial	Autistic Support	7

St. Stephens	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	12
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Positive Behavior Support

Date of Approval

2013-07-29

Uploaded Files

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

The New Castle Area School District is committed in practice and policy to provided positive, rather than negative, behavior supports. Extensive measures are taken to ensure that all students are free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. All behavior support programs include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning. Behavior support programs and plans are based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary. Such plans must include methods to utilize positive reinforcement and other positive techniques to shape the student's behavior ranging from the use of positive verbal statements as a reward for desired behavior to specific tangible rewards. Any eligible student who exhibits behavior problems which interfere with a student's ability to learn must have a program of positive behavior support. This plan will be included in the student's IEP. Level 1 - This level encompasses both school-wide positive behavior support and good classroom management strategies. Level 1 does not require a behavior management program be attached to the IEP. Successful classroom management involved not merely responding effective when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Thus, comprehensive classroom management incorporates both proactive planning for and encouragement of appropriate behavior and active responding to unproductive student behavior. Proactive classroom management activities involve the establishment and maintenance of a learning environment that fosters high levels of student engagement and prevention of student disruptions. Level 2 - This level has specific interventions that are designed for individual students. Level II requires a positive behavior support program attached to the IEP. The underlying assumption of any behavioral intervention is that students' behavioral problems represent either deficits in adaptive behavior, or excesses in behavior that prove maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be implemented to develop the lacking skills. In contrast, a student may be capable of performing a target skill or behavior but may for some reason not demonstrate the skill at a level commensurate with ability. In addition to basic acquisition or performance deficit, consideration must be give to other potential interfering behaviors. Level 3 - This level includes very restrictive interventions which can only be considered after Level II interventions are deterred to be ineffective. Level III interventions require the IEP to reconvene. Level III interventions are formal behavior programs, which are more restrictive in nature and focus on utilization of restraints in specific instances. Instances where the use of restraints may be initiated include when students act in a manner that presents a clear and present danger to the student, other students or employees. Restraint techniques should not be conducted for the convenience of staff or be implemented as a substitute for an educational program. The New Castle Area School District PBS Policy is employed to promote and enforce that positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students must be free from demeaning treatment, the use of aversive techniques, and the use of unreasonable restraints. Per school policy, any eligible student who exhibits behavior problems which interfere with the student's ability to learn must have a program of positive behavior support. This Positive Behavior Support Plan (PBSP) is included in the Individualized Education Program (IEP). The PBSP is a plan for students with disabilities who require specific interventions to address behavior that interferes with learning. It must: 1. Be developed by the IEP team. 2. Be based on behavioral data or a Functional Behavioral Assessment (FBA) if warranted. 3. Becomes part of the individual student's IEP. 4. Be based on common behavioral expectations that focus on positive rather than negative measures. 5. Use interventions that are the least intrusive necessary. 6. Not substitute aversive techniques, restraints or discipline for the systematic application of behavior change techniques. 7. Only use techniques for which the staff has been adequately trained. The NCASD and Human Services has expanded their partnership by having a Crisis worker located within the Jr/Sr High but is available as needed at any of our buildings. This has proven to be very valuable due to the increased needs and mental health challenges our students face daily. Additionally, a therapist works in our Jr/Sr High school 4 days per week for school-based counseling. This is also through Human Services.

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.**

The New Castle Area School District provides ongoing training to staff members in the areas of positive behavioral supports, de-escalation techniques and effective response to behavior that require immediate intervention. Annually, the NCASD conducts training to staff members to provide professional development of de-escalation strategies to manage maladaptive behavior. In addition to professional development of de-escalation strategies and positive behavioral supports, training is provided to manage more intensive behaviors which may need intervention such as the use of physical restraints. During Safety Mechanics training, utilization of physical restraints is discussed as a

last resort and instances of the use of restraints is reviewed on an on-going basis. Teachers, staff, and administration participate in restraint trainings continually to ensure evidence-based methods are conducted in the rare instances intensive mediation of aggressive or dangerous behavior may be necessary. In addition to de-escalation and restraint procedures, professional development is delivered annually to review and reinforce state and federal laws regarding the use of physical restraints.

3. **Describe the district positive school wide support programs.**

District wide a strong emphasis has been placed on implementing effective school wide behavior supports. The New Castle Area School District utilizes a School Wide Positive Behavior Support system (SWPBS) across grades K-8. The SWPBS system focuses on the behavioral principles of be kind, be responsible, and be safe. Students are rewarded for displaying these principles in all settings. All staff are trained in implementation of this system. Data is gathered on an ongoing basis to ensure the system is being implemented with fidelity and validity. The newly adopted Second Step Social-Emotional Curriculum for grades K - 8 has provided our students with regularly scheduled lessons that are age appropriate. Next year, the plan is to adopt this program for grades 9 - 12 as well.

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

In addition to providing students with behavioral supports through SWPBS, students are provided with access to counseling and mental health services. Each elementary and high school building are staffed with school counselors to help and assist in multiple areas. At the Jr./Sr. setting, a SAP (Student Assistance Program) is established and meets to discuss student needs weekly. The NCASD has partnered with Lawrence County Human Services Center (HSC) to implement in-school counseling for students. In-school counseling is provided to identified students in conjunction with a Licensed Counselor provided by HSC. Students receiving in-school counseling services participate in bi-weekly counseling sessions while attending school. The partnership with HSC has reduced the barriers some students, families, and guardians face when attempting to participate in counseling and therapy. Addressing school-mental health supports will be reviewed on an ongoing basis to evaluate students' needs and how to most appropriately provide needed assistance. In addition to the aforementioned, our Student Assistance Programs (SAP) includes team members from the Lawrence County Drug/Alcohol and Human Services. At the George Washington Intermediate Level grades 3 - 5, our BOOST team, the equivalent of the SAP team at the Jr/Sr High, provides screening of students that are deemed as being at risk.

5. **Describe the district restraint procedure.**

The New Castle Area School District adheres to the strict guidelines for the use and deployment of restraints. The District's positive behavior support policy/procedures includes research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning. This policy represents a three-tier hierarchal model based upon the best practices cited in current professional literature. The policy presents an array of models from which to choose depending upon staff training and types of behaviors that require attention. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only as a last resort when the student is acting in a manner as to be a clear and present danger to self or others. The PBS Policy clearly states that the responsibility for training is that of the district's. All appropriate personnel are provided training for the use of specific procedures, methods, and techniques. Each PBSP plan clearly states that physical restraint will only be utilized if all other interventions are ineffective in stopping aggression towards oneself or others. Additionally, there are several socially acceptable alternative skills listed within the Specially Designed Instruction section of the PBSP. District PBSP Policy is reviewed with personnel through in-service training and individual meetings. There are crisis restraint procedures in place within the district to handle any necessary interventions, and these procedures are reviewed with all staff. When a student has the use of restraints as a part of their PBSP, the goal is always to plan for the eventual elimination of such restraints. This is done through the teaching of more socially acceptable behaviors. The District collaborates with the MIU-IV staff for behavioral support services, PaTTAN, and state and local outside agencies on an as needed basis to provide both pertinent professional development opportunities and technical assistance. The New Castle Area School District has made it a priority to work with the local and state governments and agencies to provide pertinent intervention programming to both students and staff. If the use of physical restraint is utilized under the established by board policy, the Director of Pupil Services shall notify the parent/guardian as soon as possible regarding the use of restraint to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten school days of the use of restraints. A meeting within 10 school days will be held unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At the meeting, the IEP team should consider whether the students needs a functional behavioral assessment, re-evaluation, or a new revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The paraprofessionals, security guards, and specific special education teachers are trained on Safety Mechanics during either a 2-day Initial Training that lasts for two years or 1-day Recertification Training.

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.

The New Castle Area School District has not experienced student trends which Instruction In the Home has needed to be implemented as an educational placement. If the district were to need to utilize instruction in the home, the proper procedures outlined by the BSE would be followed to ensure FAPE is delivered. To date, NCASD has not had difficulty in locating programs for students to ensure provisions of FAPE to all of its special education students. The continuum of services is always reviewed when determining the appropriateness of placement. In some instances, the district relies on multiple entities to provide FAPE for students in the least restrictive environment. Neighboring school districts often provide a continuum of supports that are utilized to ensure students are receiving appropriate supports. If the student population were to include students of low incidence disabilities, the district could utilize programming provided through the Midwestern Intermediate Unit IV to ensure FAPE. New Castle works diligently to insure all necessary services are carried out for individual students and examines program delivery within the district continually. The NCASD has built relationships with many local agencies including: Human Services Center of Lawrence County, Comprehensive Children and Family Services, Office of Vocational Rehabilitation, Community Alternatives, Vocational and Psychological Services, and Cray Challenges Education Center to name a few. We utilize the CASSP system as needed to assist in finding the appropriate placement and/or supports for our students as needed. The MIU IV and PaTTAN also have resources readily available to the district to assist in educational placements for hard to place students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support (K.D.)	Elementary	Full-time (1.0)	05/24/2024 05:53 PM

Building Name		
Washington Intrmd Sch		
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	Elementary	9 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Washington Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES/LSS/AS (A.J.)	Elementary	Full-time (1.0)	02/25/2024 12:47 PM

Building Name		
Harry W Lockley Early Learning Center		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Harry W Lockley Early Learning Center		
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 9
Age Range Justification		FTE %
		0.05

Building Name		
Harry W Lockley Early Learning Center		
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	Elementary	6 to 9
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (S.J.)	Elementary	Full-time (1.0)	02/25/2024 12:38 PM

Building Name		
Harry W Lockley Early Learning Center		
Support Type		
Autistic Support		

Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			8
Identify Classroom		Classroom Location	Age Range
School District		Elementary	6 to 9
Age Range Justification			FTE %
			1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (V.W.)	Elementary	Full-time (1.0)	03/01/2024 01:55 PM

Building Name			
Harry W Lockley Early Learning Center			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom		Classroom Location	Age Range
School District		Elementary	6 to 9
Age Range Justification			FTE %
			0.33

Building Name			
Harry W Lockley Early Learning Center			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			3
Identify Classroom		Classroom Location	Age Range
School District		Elementary	6 to 9
Age Range Justification			FTE %
			0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support/Sp/La Support (J.A.)	Elementary	Full-time (1.0)	02/21/2024 12:13 PM

Building Name		
Harry W Lockley Early Learning Center		
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 9
Age Range Justification		FTE %
		0.18

Building Name		
Harry W Lockley Early Learning Center		
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	Elementary	6 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Harry W Lockley Early Learning Center		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Life Skills/AS/LS (JD)	Elementary	Full-time (1.0)	03/11/2024 01:08 PM
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Building Name		
Washington Intrmd Sch		
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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.55

Building Name		
Washington Intrmd Sch		
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	9 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Washington Intrmd Sch		
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	Elementary	9 to 12
Age Range Justification		FTE %
		0.05

Building Name

Washington Intrmd Sch			
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		Elementary	9 to 12
Age Range Justification			FTE %
			0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (MM)	Elementary	Full-time (1.0)	02/20/2024 05:38 PM

Building Name			
Harry W Lockley Early Learning Center			
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		Elementary	6 to 9
Age Range Justification			FTE %
			0.08

Building Name			
Harry W Lockley Early Learning Center			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			6
Identify Classroom		Classroom Location	Age Range
School District		Elementary	6 to 9
Age Range Justification			FTE %
			0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (AC)	Elementary	Full-time (1.0)	02/20/2024 05:40 PM

Building Name			
Washington Intrmd Sch			
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	9 to 11
Age Range Justification			FTE %
			0.18

Building Name			
Washington Intrmd Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			11
Identify Classroom		Classroom Location	Age Range
School District		Elementary	9 to 11
Age Range Justification			FTE %
			0.55

Building Name			
Washington Intrmd Sch			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			1
Identify Classroom		Classroom Location	Age Range
School District		Elementary	9 to 11
Age Range Justification			FTE %

	0.07
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES/LS (LD)	Elementary	Full-time (1.0)	02/21/2024 12:16 PM

Building Name			
Washington Intrmd Sch			
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		10 to 13
Age Range Justification			FTE %
			0.2

Building Name			
Washington Intrmd Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			10
Identify Classroom	Classroom Location		Age Range
School District	Elementary		10 to 13
Age Range Justification			FTE %
			0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support (NP)	Secondary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name			
New Castle JHS			
Support Type			
Emotional Support			

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.04

Building Name		
New Castle JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support/LSS (Jim B)	Secondary	Full-time (1.0)	03/01/2024 01:57 PM

Building Name		
New Castle SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.62

Building Name			
New Castle SHS			
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%)			2
Identify Classroom		Classroom Location	Age Range
School District		Secondary	12 to 18
Age Range Justification			FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.			0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support/ Life Skills (John B)	Secondary	Full-time (1.0)	02/20/2024 05:56 PM

Building Name			
New Castle JHS			
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%)			10
Identify Classroom		Classroom Location	Age Range
School District		Secondary	12 to 15
Age Range Justification			FTE %
			0.5

Building Name			
New Castle JHS			
Support Type			
Autistic Support			
Support Sub-Type			
Autistic Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			4
Identify Classroom		Classroom Location	Age Range
School District		Secondary	12 to 15
Age Range Justification			FTE %

	0.5
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (DL)	Elementary	Full-time (1.0)	02/20/2024 05:59 PM

Building Name		
Washington Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (KM)	Secondary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name		
New Castle JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.08

Building Name		
New Castle JHS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support/Autistic Support/SP/LA (CP)	Elementary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name		
Harry W Lockley Early Learning Center		
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.25

Building Name		
Harry W Lockley Early Learning Center		
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	Elementary	6 to 9
Age Range Justification		FTE %

Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.	0.08
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Building Name		
Harry W Lockley Early Learning Center		
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	6 to 9
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.12

Building Name		
Harry W Lockley Early Learning Center		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (DP)	Elementary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name		
New Castle JHS		
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	11 to 13
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.18

Building Name		
New Castle JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (B.N.)	Secondary	Full-time (1.0)	03/01/2024 01:57 PM

Building Name		
New Castle SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.62

Building Name		
New Castle SHS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills Support (LH)	Secondary	Full-time (1.0)	03/01/2024 01:58 PM

Building Name		
New Castle SHS		
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%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.75

Building Name		
New Castle SHS		
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	14 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support (ML)	Elementary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name			
Washington Intrmd Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			6
Identify Classroom		Classroom Location	Age Range
School District		Elementary	9 to 12
Age Range Justification			FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.			0.12

Building Name			
Washington Intrmd Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Supplemental (Less Than 80% but More Than 20%)			8
Identify Classroom		Classroom Location	Age Range
School District		Elementary	9 to 12
Age Range Justification			FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.			0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (BG)	Elementary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name			
Washington Intrmd Sch			
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	Elementary	10 to 13
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.24

Building Name		
Washington Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (BB)	Secondary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name		
New Castle SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing Support (IU)	Multiple	Part-time (0.5)	03/11/2024 01:15 PM

Building Name			
Harry W Lockley Early Learning Center			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom	Classroom Location		Age Range
Intermediate Unit	Elementary		6 to 9
Age Range Justification			FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.			0.08

Building Name			
Washington Intrmd Sch			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom	Classroom Location		Age Range
Intermediate Unit	Elementary		9 to 12
Age Range Justification			FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.			0.08

Building Name			
New Castle JHS			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom	Classroom Location		Age Range

Intermediate Unit	Elementary	12 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.08

Building Name		
New Castle SHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	15 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (JD)	Secondary	Full-time (1.0)	02/21/2024 12:26 PM

Building Name		
New Castle SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.28

Building Name		
New Castle SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.65

Building Name		
New Castle SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support (TM)	Secondary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name		
New Castle JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.06

Building Name

New Castle JHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (H.F)	Secondary	Full-time (1.0)	03/01/2024 01:58 PM

Building Name		
New Castle SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.62

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

Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.	0.28
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (KB)	Secondary	Full-time (1.0)	02/22/2024 04:03 PM

Building Name		
New Castle SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.38

Building Name		
New Castle SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.5

Building Name		
New Castle SHS		
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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (JG)	Elementary	Full-time (1.0)	02/22/2024 04:05 PM

Building Name		
Washington Intrmd Sch		
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	8 to 10
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.18

Building Name		
Washington Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.45

Building Name		
Washington Intrmd Sch		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Blind or Visually Impaired Support	Multiple	Part-time (0.5)	03/11/2024 01:15 PM

Building Name		
Harry W Lockley Early Learning Center		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.08

Building Name		
Washington Intrmd Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	9 to 12
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.08

Building Name		
New Castle JHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.08

Building Name		
New Castle SHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (CD)	Elementary	Full-time (1.0)	02/22/2024 04:08 PM

Building Name		
Harry W Lockley Early Learning Center		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 9
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES/LS (JL)	Secondary	Full-time (1.0)	02/22/2024 04:13 PM

Building Name		
New Castle SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.26

Building Name		
New Castle SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.5

Building Name		
New Castle SHS		
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	Secondary	15 to 18
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES/AS (JN)	Elementary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name		
Harry W Lockley Early Learning Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.24

Building Name		
Harry W Lockley Early Learning Center		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.1

Building Name

Harry W Lockley Early Learning Center		
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	Elementary	6 to 9
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (TR)	Secondary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name		
New Castle SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.4

Building Name		
New Castle SHS		
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	14 to 17
Age Range Justification		FTE %

Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.	0.6
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support and B VI (RA)	Secondary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name		
New Castle JHS		
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	12 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.1

Building Name		
New Castle JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.5

Building Name		
New Castle JHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load

Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support (JP)	Elementary	Full-time (1.0)	02/25/2024 12:40 PM

Building Name		
Washington Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (MB)	Secondary	Full-time (1.0)	03/11/2024 01:15 PM

Building Name		
New Castle JHS		
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	12 to 15
Age Range Justification		FTE %

Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.	0.24
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Building Name		
New Castle JHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Age range regulations are discussed during each student's IEP meeting. NCASD maintains age range waivers on file for each student.		0.45

Special Education Facilities

Building Name		Room #
Washington Intrmd Sch		305 (AC)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 37 feet, 0 inches	1480sqft	52
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
New Castle JHS		135 (HF)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 30 feet, 0 inches	1050sqft	37
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
New Castle SHS		128 (LH)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 24 feet, 0 inches	960sqft	34
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
New Castle SHS		123 (BN)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 0 inches	825sqft	29
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Washington Intrmd Sch		120 (DL)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
New Castle JHS		239 (MC)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 19 feet, 0 inches	627sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
New Castle JHS		131 (NP)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 25 feet, 0 inches	1000sqft	35
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
New Castle JHS		104 (John B)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
Implementation Date		
2022-06-13		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Washington Intrmd Sch		006 (JD)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2022-06-13		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Harry W Lockley Early Learning Center		140 (VW)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 23 feet, 0 inches	621sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Washington Intrmd Sch		115 (LD)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 21 feet, 0 inches	630sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Washington Intrmd Sch		106 (JG)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2022-06-13		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
New Castle SHS		215 (Jim Birt)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 25 feet, 0 inches	625sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
New Castle JHS		204 (RA)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2022-06-13		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
New Castle SHS		225 (JD)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 33 feet, 0 inches	1188sqft	42
Implementation Date		
2022-06-13		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Harry W Lockley Early Learning Center		119 (AM)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 24 feet, 0 inches	840sqft	30
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Washington Intrmd Sch		100 (JP)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 27 feet, 0 inches	945sqft	33
Implementation Date		
2022-06-13		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
New Castle SHS		222 (JL)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 25 feet, 0 inches	800sqft	28
Implementation Date		
2022-06-13		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
New Castle SHS		225 (KB)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 33 feet, 0 inches	1188sqft	42
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Harry W Lockley Early Learning Center		137 (CP)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2022-06-13		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
New Castle JHS		127 (MB)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2022-06-13		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
New Castle JHS		234 (DP)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 29 feet, 0 inches	667sqft	23
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Washington Intrmd Sch		105 (ML)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 24 feet, 0 inches	696sqft	24
Implementation Date		
2022-06-13		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Washington Intrmd Sch		116 (BG)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 21 feet, 0 inches	630sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
Harry W Lockley Early Learning Center		136 (CD)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Harry W Lockley Early Learning Center		146 (JN)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 23 feet, 0 inches	621sqft	22
Implementation Date		
2022-06-13		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
New Castle JHS		248 (KM)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-13		
Uploaded Files		

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	

The location of the class has been maintained for at least 3 school years.	Yes	
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Building Name		Room #
New Castle SHS		111 (BB)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2022-06-13		
Uploaded Files		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Harry W Lockley Early Learning Center		117 (JA)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
Implementation Date		
2022-06-13		
Uploaded Files		

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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	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	60	District Wide	District
School Psychologist	2	District Wide	District
School Psychologist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Guidance Counselor	7	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Classroom Strategies for Students with Autism			
Lead Person/Position		Year of Training	
Jonalyn Romeo, Director of Pupil Services; IU Personnel		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS			
Lead Person/Position		Year of Training	
Building Principals; IU Personnel		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
Safety Mechanics/First Aid	
Lead Person/Position	Year of Training
Jonalyn Romeo, Director of Pupil Services; IU Personnel	2024 2025 2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	District Intermediate Unit	Paraprofessionals

Transition

Description of Training			
Indicator 13 Review			
Lead Person/Position		Year of Training	
Jonalyn Romeo, Director of Pupil Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Science of Literacy

Description of Training			
Reading Foundational Skills			
Lead Person/Position		Year of Training	
Administrative Team/HMH Trainers		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Mental Health/ Trauma			
Lead Person/Position		Year of Training	
Jonalyn Romeo, Director of Pupil Services; Human Services		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Parents

IEP Development

Description of Training			
Educational Benefit Review			
Lead Person/Position		Year of Training	
Jonalyn Romeo, Dir. of Pupil Services; IU IV		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Special Education Teachers

Special Education Referral and Identification Process

Description of Training			
NCASD Staff will be in-serviced on the intervention, proper referral process, and identification process of students with potential disabilities.			
Lead Person/Position		Year of Training	
Jonalyn Romeo, Director of Pupil Services/Kelly Seybert and Amy Marvel, School Psychologists		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1 hr	1	District	Building Administrators Central Office Administrators General Education Teachers

			Parents Paraprofessionals Special Education Teachers Other
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MTSS Academic/Speech/OT

Description of Training			
MTSS training for Lockley and George Washington Schools			
Lead Person/Position		Year of Training	
Jonalyn Romeo, Director of Pupil Services; Building Principals; IU IV		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2 hrs	3 - 1 per year	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers

Signatures & Affirmations

Approval Date

2024-04-08

Uploaded Files

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- xThere 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.
- xThe 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.
- xThe 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.
- xThe school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- xThe 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.
- xThe 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

Dr. Gregg Paladina

Date

2024-05-28