

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 234  
School District Total Student Enrollment 1089  
Percent of Students Receiving Special Education 21.5

## Steering Committee

Name	Position/Role	Building	Email
Dwayne Northcraft	Superintendent	Southern Huntingdon County SD	dnorthcraft@shcsd.org
Toby Dick	Special Education Teacher	Southern Huntingdon County SD	tdick@shcsd.org
Marsha Wright	Special Education Teacher	Rockhill El Sch	mwright@shcsd.org
Sean Cummins	Building Principal	Southern Huntingdon Co HS/MS	scummins@shcsd.org
Todd Griest	Parent	Shade Gap El Sch	
Jamie Parsons	Parent	Southern Huntingdon Co HS/MS	
Sarah Griest	General Education Teacher	Shade Gap El Sch	sgriest@shcsd.org
Brent Stoltzfus	Director of Special Education	Southern Huntingdon County SD	bstoltzfus@shcsd.org
Sarah McMath	General Education Teacher	Southern Huntingdon Co HS/MS	smcmath@shcsd.org
Jenna Parks	General Education Teacher	Southern Huntingdon Co HS/MS	jparks@shcsd.org

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

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

Corrective Action	Improvement and Planning Activities
<p>1) Strengthen PBIS approach for students with intensive (tertiary) needs with focused FBA/PBSP trainings with measurable outcomes.</p>	<p>FBA training was provided on 1/17/22 and focused on creating and implementing FBA's by the TIU. The TIU staff provided additional support to teachers as they worked through the process. There will be additional trainings in creating well developed PBSPs in the upcoming year. The district has implemented PBIS in all buildings and this will continue to be reinforced through additional trainings and check-ins by the TIU staff.</p>
<p>2) District-wide administrative team analysis of existing curriculum and programs that support social-emotional and school-based mental health services; and considerations for improvements to delivery of special education programs/services affecting critical interrelated components (social, emotional and behavioral).</p>	<p>The administration team has begun this process and has identified areas that need to be addressed. The district has hired an additional Emotional Support teacher for the high school/middle school and staff will receive training in trauma informed care. The district has also updated some of its intervention curriculum to include the SRA Reading Mastery program and special education teachers have trained in this updated version. The district has also implemented co-teaching in the secondary level and is working on implementing it at the elementary level as well. Elementary teachers received training on this on May 13th 2022. There will be follow up trainings and additional information provided to staff over the next year.</p>
<p>3) District-wide appraisal of current MTSS structure with established coordinated procedures for child study team referrals to ensure faculty/staff affirmative duty to locate, identify and provide services to children who may have educational disabilities and may need special education and related services.</p>	<p>The Director of Special Education and the Elementary principal will be working with the TIU to establish a consistent approach to MTSS. Administration will be meeting with representatives from the TIU to discuss MTSS and the levels of intervention that should be used in the classroom by the regular education teachers. Elementary teachers will receive training in interventions that they can use in the classroom with students. The Director of Special Education and the Elementary Principal will also develop a Child Study Team format for referring students for special education evaluations. The teachers will be made aware of the process and the document that will be used for referring students to special education.</p>



## 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
---------------	-----	---------------	-----	------------------



**Significant Disproportionality - Placement**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

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

SHCSD currently does not have a Section 1306 facility within the school district boundaries. In the event that a facility would locate within the District, the LEA will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outline in the BEC: Educational Programs for Students in Non-Educational Placements 22 PA Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between the District and Section 1306 facilities to ensure child find and provision of FAPE for student with disabilities (ex: improve communications & networking with outside agencies/programs, interagency collaboration, etc.).

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

SHCSD takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within a correctional facility. Any barriers would be addressed through continued collaborative efforts between SHCSD and 1306 facilities to ensure child find and provision of FAPE for students with disabilities (ex: improve communications & networking with outside agencies/programs, interagency collaboration, etc.). The director of Special Education, building administration and the guidance counselors communicate with families and care givers to make sure that the needs of all students are being met.

## Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).  
There are no prison facilities located within the Southern Huntingdon County School District. SHCSD takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within a correctional facility. The Director of Special Education serves as the lead contact for students that have been incarcerated and provides any documentation that is needed by the facility. The district participates in IEP meetings and discussions pertaining to the educational programming of these students to ensure that they receive the appropriate education while they are incarcerated.

## Least Restrictive Environment

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

The 2019-2020 data reports that SHCSD is above the state average in Special Education students inside the Regular Education setting 80% or more of the time. SHCSD had 65.4% of students and the state average was 61.9%. This data also showed SHCSD below the state average for special education students inside the regular class less than 40% of the time. SHCSD had an average of 5.1% and the state average was 9.8%. Special Education students in other settings was too small to measure for our district. SHCSD will continue to look at ways to offer support for students so they can continue to be successful within the regular classroom as much as possible. Additional supports for students include paraprofessional support, co-teaching and proper classroom accommodations which are written into individual student education plans.

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?

SHCSD is committed to providing meaningful educational benefit for all students. The IEP team considers all options when determining what accommodations, aides and services should be made for any student with a disability. It is only after considering the full continuum of special education programs and services, along with documentation and progress monitoring data, that a more restrictive educational placement is determined appropriate by the IEP team (i.e. special classes, special schools, home instruction, and instruction in hospitals and institutions.) Discussions take place through the IEP meetings, while analyzing the data before decisions are made for a more restrictive environment. Students are not removed to a more restrictive placement based solely on the needed modifications to the curriculum or because of the type of disability, only when the student is unable to make meaningful adequate progress.

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

SHCSD continues to utilize academic programming and training to ensure meaningful participation of students with disabilities in the general education curriculum. Increasing our co-teaching at both the elementary and secondary levels along with paraprofessional support has helped to meet the needs of these students in the general education classroom. In addition to this, SHCSD has offered specialized professional development to all staff to help ensure that every student, including those with special needs, are able to make adequate meaningful progress throughout the year. All four buildings have implemented Positive Behavioral Interventions and Supports (PBIS) to help address the social and emotional needs of our students. Staff have been trained in co-teaching models, de-escalation techniques, assistive technology, differentiation and Functional Behavior Assessments. The district has also begun training in Safety Care for special education staff and paraprofessionals. The local intermediate unit supports the district by providing both onsite and virtual trainings in these topics and others. The District has also utilized PaTTaN's resources to address current needs and future trainings.

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

SHCSD takes steps (including the provisions of supplementary aids and services deemed appropriate and necessary by the child's IEP team) to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. (Nonacademic and extracurricular services and activities may include co-counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA, referrals to both employment by the public agency.

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?

To the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children and removal

from the regular educational environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aids and services; or is unable to make meaningful progress in the goals included in the student's IEP. A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum or because of the nature of severity of the student's disability. SHCSD provides services deemed appropriate by the IEP team so all student can participate in extracurricular activities to the maximum extent possible. These services can include collaboration, individualized behavior plans, assistive technology and adaptive equipment.

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)

SHCSD has continued to expand the continuum of services offered by the district. Expanding the life skills program at the elementary level along with adding support in the HS/MS life skills program will help the district meet the needs of these students. The district has also expanded its Emotional Support services by adding trained staff for this program as well. SHCSD has also implemented co-teaching at the secondary level and will be increasing this service at the elementary level to allow for more participation in regular education courses. The administration team meets regularly with teachers from both the elementary and secondary levels to discuss concerns and possible supports that may need to be added to better support all of our students. The district contracts through an outside agencies for OT and the local intermediate unit is able to provide additional services for PT, visual therapy, and hearing therapy.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Merakey Chambersburg	Approved Private School (APS)		Organization	Autistic Support	
Merakey East Freedom	Licensed Private Academic		Organization	Emotional Support	
Merakey Altoona	Licensed Private Academic		Organization	Autistic Support	
Soaring Heights	Licensed Private Academic		Organization	Emotional Support	
Western PA School for the Deaf	Licensed Private Academic		Self-operated	Deaf and Hard of Hearing Support	
Kistler Elementary Mount Union Area	Other	Neighboring School	School	Multiple Disabilities	

School District		District	District	Support	
Mount Union Area High School	Other	Neighboring School District	School District	Autistic Support	



## Positive Behavior Support

Date of Approval  
2021-07-20

### Uploaded Files

Behavior Support Services Policy\_9a709d86.pdf

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

The Southern Huntingdon County School District has put into place many supports for students who have social and emotional needs. A continuum of Emotional Support services are in place and the district continues to expand these services. The district has hired an additional full time Emotional Support teacher to strengthen these services for our students. Counseling services are provided through the school counselors and outside agencies along with a school social worker that is contracted through the intermediate unit. The social worker also provides support and resources to the families of students that have emotional needs. Staff are trained in how to create and gather data for a Functional Behavior Assessment which will be used by the IEP team to create a Positive Behavior Support Plan. The positive support plan can include a variety of techniques to develop and maintain skills to enhance student learning. The local intermediate unit also provides trainings for staff in de-escalation techniques.

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.

Staff are currently being trained in Safety Care which incorporates the understanding and the usage of de-escalation and; behavior responses. All levels and buildings within SHCSD have implemented Positive Behavioral Interventions and Supports. Staff have been trained to implement the incentive program within the district.

3. Describe the district positive school wide support programs.

SHCSD is dedicated to positive behavior support programs that support students and help to create an environment conducive to learning. PBIS is used to provide incentives for positive behaviors within the classroom and other settings within the instructional day. These systems are developed to meet the needs at the building level, classroom and for individual students when necessary.

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

SHCSD utilizes services provided by both the district and outside agencies. These services include school guidance counselors, social worker services provided by the local intermediate unit, Community and School Based Behavioral Health counselors through Merakey and SAP services provided by Mainstream Counseling. The district continues to expand these services and will continue to implement tiered level of supports through the Positive Behavioral Interventions and Supports program in all buildings. Collaboration occurs during team meetings and regularly scheduled meetings between administration and teachers.

5. Describe the district restraint procedure.

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques have been employed. Special Education staff and other staff who are members of building level response teams are trained in de-escalation and restraint

techniques. Physical Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

## 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.

SHCSD coordinates with outside agencies and school personnel to provide a full continuum of services for students who are placed on Instruction Conducted in the Home or are awaiting for an appropriate educational placement. The students are provided instruction by a certified teacher and the curriculum is modified in such a way to meet the needs of the individual students. IEP teams meet to discuss the needs of individual students to make sure that they are provided with the necessary services. Additional services are provided through both school personnel and outside agencies as necessary. Ongoing concerns for these students include ongoing communication between the district and outside agencies providing services, obtaining highly specialized services due to our rural location and socialization of students with peers.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing Impairment	Secondary	Part-time (0.5)	06/21/2022 08:47 AM

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Blind/Visually Impaired	Secondary	Part-time (0.5)	06/21/2022 08:41 AM

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Blind And Visually Impaired Support		
<b>Support Sub-Type</b>		
Blind And Visually Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech and Language Support	Elementary	Full-time (1.0)	06/21/2022 08:45 AM

<b>Building Name</b>		
Southern Huntingdon County SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		31
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.48

<b>Building Name</b>		
Spring Farms El Sch		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7

<b>Age Range Justification</b>	<b>FTE %</b>
Grouping of students complies with age range requirements.	0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ES	Multiple	Full-time (1.0)	06/16/2022 11:20 AM

<b>Building Name</b>		
Southern Huntingdon County SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.28

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.05

<b>Building Name</b>		
Southern Huntingdon County SD		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 4	Secondary	Full-time (1.0)	06/14/2022 08:07 AM

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.24

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.1

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.14

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS 3	Secondary	Full-time (1.0)	06/13/2022 12:51 PM

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		



<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.34

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.02

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Deaf And Hearing Impaired Support		
<b>Support Sub-Type</b>		
Deaf And Hearing Impaired Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 16
<b>Age Range Justification</b>		<b>FTE %</b>

Grouping of students complies with age range requirements.	0.02
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS/MS 2	Secondary	Part-time (0.5)	06/13/2022 12:25 PM

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 1	Secondary	Full-time (1.0)	06/20/2022 07:51 AM

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.18

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.5

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.08

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		

<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	19 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.08

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS/HS LS	Secondary	Full-time (1.0)	06/09/2022 10:06 AM

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.02

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.6

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.12

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.1

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.06

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS 2	Secondary	Full-time (1.0)	06/09/2022 09:49 AM

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.28

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.15

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>

Grouping of students complies with age range requirements.	0.04
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS 1	Secondary	Full-time (1.0)	06/09/2022 09:42 AM

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.12

<b>Building Name</b>		
Southern Huntingdon Co HS/MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.85



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SF 2	Elementary	Full-time (1.0)	06/20/2022 07:51 AM

<b>Building Name</b>		
Spring Farms El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.24

<b>Building Name</b>		
Spring Farms El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SF 1	Elementary	Full-time (1.0)	06/09/2022 09:18 AM

<b>Building Name</b>		
Spring Farms El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.22

<b>Building Name</b>		
Spring Farms El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RH 2	Elementary	Full-time (1.0)	06/09/2022 09:14 AM

<b>Building Name</b>		
Rockhill El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.08

<b>Building Name</b>		
Rockhill El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.8

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
RH 1	Elementary	Full-time (1.0)	06/08/2022 03:48 PM

<b>Building Name</b>		
Rockhill El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.14

<b>Building Name</b>		
Rockhill El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.05

<b>Building Name</b>	
Rockhill El Sch	
<b>Support Type</b>	
Emotional Support	
<b>Support Sub-Type</b>	
Emotional Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	1

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Rockhill El Sch		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SG 1	Elementary	Full-time (1.0)	06/08/2022 03:34 PM

<b>Building Name</b>		
Shade Gap El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11

<b>Age Range Justification</b>	<b>FTE %</b>
Grouping of students complies with age range requirements.	0.3

<b>Building Name</b>		
Shade Gap El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.15

<b>Building Name</b>		
Shade Gap El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Grouping of students complies with age range requirements.		0.08



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Spring Farms El Sch		106
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 6 inches	845sqft	30
<b>Implementation Date</b>		
2021-08-17		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Shade Gap El Sch		103
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		



2 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	

<b>Building Name</b>		<b>Room #</b>
Rockhill El Sch		101
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		

3 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	

<b>Building Name</b>		<b>Room #</b>
Rockhill El Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southern Huntingdon Co HS/MS		102
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		

--

5 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	

<b>Building Name</b>		<b>Room #</b>
Southern Huntingdon Co HS/MS		110
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2021-08-16		
<b>Uploaded Files</b>		

6 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	

<b>Building Name</b>		<b>Room #</b>
Southern Huntingdon Co HS/MS		113
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southern Huntingdon Co HS/MS		209
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		

--

8 Assurance Check

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

Building Name		Room #
Southern Huntingdon Co HS/MS		219
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2021-08-25		
Uploaded Files		

9 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	

<b>Building Name</b>		<b>Room #</b>
Southern Huntingdon Co HS/MS		220
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		

10Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southern Huntingdon Co HS/MS		224
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		

--

11 Assurance Check

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

Building Name		Room #
Southern Huntingdon Co HS/MS		222
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 12 feet, 0 inches	312sqft	11
Implementation Date		
2022-06-20		
Uploaded Files		

12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southern Huntingdon Co HS/MS		204
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		

13 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	

<b>Building Name</b>		<b>Room #</b>
Shade Gap El Sch		106/library
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
15 feet, 0 inches x 24 feet, 0 inches	360sqft	12
<b>Implementation Date</b>		
2021-08-25		
<b>Uploaded Files</b>		



--

14 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Spring Farms El Sch		Speech/Guidance
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 0 inches x 14 feet, 0 inches	182sqft	6
<b>Implementation Date</b>		
2022-06-20		
<b>Uploaded Files</b>		

15 Assurance Check

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



## Special Education Support Services

### 16Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1.5	District Wide	Contractor
Paraprofessionals	10.5	Elementary	District
Physical Therapist	1 As needed	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	Secondary	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Paraprofessionals	5	Secondary	District
Paraprofessionals	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Other	1 Hearing Therapist as needed	District Wide	Contractor
Other	1 Vision Therapist as needed	District Wide	Contractor

## Special Education Personnel Development

### Autism

Description of Training			
Interventions for Children with Autism			
Lead Person/Position		Year of Training	
Brent Stoltzfus/Director of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN	Paraprofessionals Special Education Teachers Other

Description of Training			
Students with Higher Functioning Levels of Autism Spectrum Disorders			
Lead Person/Position		Year of Training	
Brent Stoltzfus/Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District PaTTAN	Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
Functional Behavior Assessments			
Lead Person/Position		Year of Training	
Dr. Gordon Hall		2022	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	Intermediate Unit	Paraprofessionals Special Education Teachers Other

Description of Training			
Tier 2 interventions for PBIS			
Lead Person/Position		Year of Training	
Tuscarora Intermediate Unit Staff		2023	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District PaTTAN	Paraprofessionals

Description of Training			
Trauma Informed Care: Increasing our trauma-aware strategies to support students			
Lead Person/Position		Year of Training	
Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	2		

### Paraprofessional

Description of Training			
The following training topics will be available: Para educators Roles and Responsibilities, Managing Challenging Behavior, Trauma Informed Practices and Inclusion Services.			
Lead Person/Position		Year of Training	
Director of Special Education		3 year segment	
Hours Per Training	Number of Sessions	Provider	Audience
1 (20 hours annually)	20	District Intermediate Unit PaTTAN	Paraprofessionals

## Transition

Description of Training			
Transition Discovery			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District PaTTAN	Special Education Teachers

Description of Training			
Office of Vocational Rehabilitation and Planning for the Future			
Lead Person/Position		Year of Training	
Brent Stoltzfus, Director of Special Education		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Parents Special Education Teachers

## Science of Literacy

Description of Training			
Orton Gillingham Classroom Educator Training			
Lead Person/Position		Year of Training	
Orton Gillingham Staff/Elementary Special Education Teacher		2022	
Hours Per Training	Number of Sessions	Provider	Audience
30	5	Other	Special Education Teachers

<b>Description of Training</b>			
Wilson Language Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Wilson Language Staff		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
90	Self-paced	Other	Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Transition Planning for Parents			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Office of Vocational Resources		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Community Supports for Students with Disabilities			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/TIU staff		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Building Administrators

		Intermediate Unit	Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
--	--	-------------------	--

### IEP Development

<b>Description of Training</b>			
The Essentials of IEP Writing			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/PaTTAN		2022-2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	12 (self-paced)	District PaTTAN	Special Education Teachers

<b>Description of Training</b>			
Extended School Year: What are the determining factors in ESY eligibility?			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2023	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Special Education Teachers





## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

