

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
South Williamsport Area SD		117416103	
<b>Address 1</b>			
515 W Central Ave			
<b>Address 2</b>			
<b>City</b>	<b>State</b>	<b>Zip</b>	
South Williamsport	PA	17702	
<b>Director of Special Education Name</b>			
Kristin Bastian			
<b>Director of Special Education Email</b>			
kbastian@swasd.org			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
570-320-4462			
<b>Chief Administrator Name</b>			
Dr Eric Briggs			
<b>Chief Administrator Email</b>			
ebriggs@swasd.org			

## Special Education Students

**Total Number of Students Receiving Special Education** 178

**School District Total Student Enrollment** 1190

**Percent of Students Receiving Special Education** 15

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Ms. Kristin Bastian	Director of Special Education	South Williamsport Area SD	kbastian@swasd.org
Mr. Jesse Smith	Building Principal	South Williamsport Area JSHS	jsmith@swasd.org
Mrs. Maria Pierce	Building Principal	Rommelt El Sch	mpierce@swasd.org
Mr. Todd Engel	Board Member	South Williamsport Area JSHS	tengel@swasd.org
Mr. Dwight Woodley	Other	South Williamsport Area SD	dwoodley@swasd.org
Emmanuel Tsikitas	General Education Teacher	South Williamsport Area JSHS	mtsikitas@swasd.org
Christy Lusk	Parent	South Williamsport Area SD	lusky1@verizon.net
Gina Stoetzel	Parent	South Williamsport Area SD	glstoetzel@yahoo.com
Cathy Bachman	Board Member	South Williamsport Area SD	cbachman@swasd.org
Melinda Rodarmel	General Education Teacher	Central El Sch	mrodarmel@swasd.org
Kendra Lorson	Special Education Teacher	Central El Sch	klorson@swasd.org
Dr. Eric Briggs	Superintendent	South Williamsport Area SD	ebriggs@swasd.org
Ms. Dyan Hulslander	Building Principal	Central El Sch	dhulslander@swasd.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

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.)**

Although the district is not currently a host district for a 1306 facility, in the case that we were, the district would be responsible for coordinating, communicating and/or providing the educational programming for a student in a 1306 facility. The district would contract with the local IU for classroom support and related services as necessary to maintain LRE. To ensure FAPE, the district maintains open communication with the teachers, staff, and parents through regularly scheduled IEP meetings or updates in which continued discussion regarding the student's progress occurs. The entire team, parents included, have continually been apart of determining appropriate services, supports, and programming in order for his overall success and to ensure FAPE. There are currently no problems limiting the district at this time. We have a cooperative agreement between our district, the local IU, and the resident district to provide the most appropriate supports to ensure FAPE for this student. If the district were a host district to a 1306 facility, the LEA would take on the same responsibilities as if the student were a district resident. The student would be allowed to attend school in the host district boundaries. The district would be responsible for child find (following our procedures to identify locate, and evaluate children suspected of a disability), conducting evaluations, developing an IEP, and providing FAPE as well as special education services by a certified teacher.

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

To ensure FAPE, the district maintains open communication with the teachers, staff, and parents through regularly scheduled IEP meetings or updates in which continued discussion regarding the student's progress occurs. The entire team, parents included, have continually been apart of determining appropriate services, supports, and programming in order for his overall success and to ensure FAPE.



## 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).**

Through close communication with neighboring school districts where incarcerated you may be located and monitoring of our current Student Information System (SIS) and PIMS systems, the South Williamsport Area School district would be able to identify an incarcerated student that would need special education services through the collaborative efforts of the neighboring districts. The district will also work closely with the local Intermediate Unit (IU17) special education director to ensure appropriate Child Find procedures are followed. If a district student is incarcerated, the district will ensure the appropriate due process procedures, if necessary (psychological evaluation, evaluation report, individualized education plan, and NOREP). The SWASD would ensure that FAPE is provided for the incarcerated student by paying tuition to the host district. An outside district where the facility would be located would be responsible for providing the education; they send the SWASD a PDE-4605 Determination of District of Residence with Acknowledgement. The correctional facility would receive an Annual Public Notice and they would follow it in accordance with the law.

## Least Restrictive Environment

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

The district's current data indicates that we are below the state average for students who are inside the regular education setting less than 40% of the day and also for special education students being educated in other settings. We are above the state average for including students with their regular peers more than 80% of their day. We are always striving to make inclusion purposeful and meaningful for all students of all disabilities.

### 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?

At the elementary level, the district completes various assessments at different times of the year to monitor students academic needs. Based on the data collected, intervention groups are created to provide students the additional supports they need within the allotted intervention time built into the schedule for all students. Over the last 3 years, we've adopted a Social/Emotional Curriculum. In addition, this will be the third year in which the district has created an alliance with an agency to provide outside counseling and behavior support within the school setting. The district is very small and community minded. We all do our due diligence to keep an eye out for our children. Just new this year at the secondary level is a partnership with Nittany Learning Services, which is housed within our junior/senior high school. It is a level of support available to any student in the district.

### 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 district strives to provide necessary and meaningful trainings to our staff in order to best support our students. The district utilizes the support and training opportunities provided by our Intermediate Unit as well as PaTTan. LETRS training, PBIS training, Effective IEP writing, Illustrative Math training sessions, and online opportunities have been provided and encouraged.

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

A description of various aids and services utilized by the district: Autistic Support: The district contracts with IU 17 for Autistic support for students K-12. Department Meetings: Department meetings with special education staff are held monthly to ensure the fidelity of services provided to students with special needs. Emotional Support: The district provides itinerant emotional support for students K-12. Part-time and Full-time emotional support classes are provided by IU 17 as a contracted service. Employment Training: The district provides transition service connections with outside agencies to students in order to provide employment training. In addition, certain programs within the district also embed school based or community job services within the curriculum. Approximately 10-15 students annually participate in this program. A job coach is also provided to enable students to maximize this opportunity. Inclusive Education Model: The district follows an inclusive education model for students. The model enables content teachers to provide a high quality core curriculum to all students and provides opportunities for students with disabilities to interact with non-disabled peers in multiple settings. Learning Support: The district provides itinerant, supplemental, and full time learning support services for students K-12. Life Skills: The district provides Elementary Life Skills for student grades K-6 at Central Elementary. A Secondary Life Skills program for student grades 7-12 was created in 2008 and is located at the High School. One student continues to be educated in a secondary IU 17 Life Skills classroom. Multiple Disability: The district contracts with IU 17 for Multiple Disability services for students K-12. Occupational and Physical Therapy: The district contracts with UPMC for OT / PT services to meet the educational needs of children. Other Contracted Services: The district contracts extensively with IU 17 for a variety of services to meet the unique and diverse needs of students with disabilities. Parent Training / Involvement: Parent training and involvement is a critical piece of the special education program. The district provides bi-annual training to parents based on the results of a parent survey of current needs. Parent involvement is solicited and welcomed as part of the special education program. Psychological Services: The district employs a

full time school psychologist for screening and evaluation of students for disabilities and giftedness. The district also works in conjunction with independent psychologists when needed.

Speech: The district employs its own speech therapist to provide speech/language needs to our students. This program is provided both in the classroom and outside the classroom depending on the unique needs of the child.

Transition: The district provides transition services to students beginning at age 14. In conjunction with outside agencies the district seeks to ensure that students with special needs are able to access employment or post secondary education after graduation.

Transportation: The district provides special transportation services for students as needed.

Supplementary aids/services for extra curricular activities: This is a discussion the IEP would have to determine what a child would need based on their disability to ensure they are able to participate meaningfully in any extra curricular activity they choose. These services could be collaborative, instructional, and/or physical in nature depending on the student needs. Aids/services might include ramps, wheelchairs, transportation needs, specialized seating, a support person, various assistive tech needs, furniture arrangement, lighting, alternative materials, professional development to instruct staff, collaboration tactics, etc. The supports are specific to the student and the IEP team would discuss options and supports for extra curricular events.

**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?**

This is dependent upon where a child is placed. It is the district's responsibility to play a vital role on the student's support team to ensure the new placement is familiar with programming, strengths, needs, etc. The district will communicate that information and participate in meetings to ensure consistency in support and education is provided while away from the district. Again -- the IEP team discusses options and decides on appropriate supports and what supplementary aids/services are needed for extra curricular activities even if a student is placed in a private institution. This is a discussion the IEP team would have to determine what a child would need based on their disability to ensure they are able to participate meaningfully in any extra curricular activity they choose. This might include transportation needs, specialized seating, a support person, various assistive tech needs, etc. The supports are specific to the student and the IEP team would discuss options and supports for extra curricular events.

**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)**

The district must respond to the needs of the students it serves. Being such a small district, we may not have every level of support within the district, but it is our job to work with the local IU as well as neighboring schools and agencies to find programs and supports for children. The district needs to continue to network and build cooperative relationships with the IU, schools, and community agencies.

**Out of District Placements**

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
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Blast IU - Autistic Support	Other	Public School	Blast IU 17	Autistic Support	12
Blast IU - Partial Program	Other	Partial	BLAST IU 17	Emotional Support	1
DTAC	Other	Partial	BLAST IU 17 and DTAC	Learning Support	2
Blast IU - South Academy	Other	Partial	Blast IU 17	Emotional Support	2

## Positive Behavior Support

### Date of Approval

2010-03-01

### Uploaded Files

BoardPolicy113.2.pdf

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

For all students, the district has recently adopted a Social Emotional Curriculum (Second Step) that is being utilized starting with the 2021-22 school year. The district also operates a SAP team that uses a referral process for any students that are thought to be in distress. Specific to student's with disabilities, we have emotional support services in the building to address needs.

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.**

QBS (restraint and de-escalation) training is provided to specific staff in the district. PBIS support is provided to all staff K-6 Utilization of the behavioral analyst to train staff on behavioral strategies/needs and to help students/staff when in heightened situations.

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

The School District implemented PBIS at the elementary level (K-4) in January 2018. In 2023, PBIS was implemented in our intermediate building (grades 5 and 6). So we now have a formal PBIS program grades K-6. A general positive behavior support programs implemented in 2008 still functions for grades 5-12. Currently, grades 7-12 still operate on this general behavior support plan. These types of programs are specifically designed to address the educational and emotional needs of students. The above mentioned support programs will continue to be implemented indefinitely. The goal of the program is to articulate a clear and consistent set of behavioral objective at each grade level. Through grade level teams, incentive programs are developed to reward and recognize student choices and actions.

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

SWASD contracts with Community Services Group for Outreach Counseling and Behavioral Health services for any student who may be in need of counseling. In addition, we contract with Compass Academy for a behavioral analyst to be in the building 5 days a week to provide support and training to staff. In addition, the behavioral analyst works with students on her caseload to improve behaviors in school and at home.

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

Restraint is the last resort. The district utilizes the QBS restraint/deescalation model. Necessary staff are trained in this model. If a restraint occurs, an incident form is completed and any other necessary conversations are held.



## 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.**

There are no students reported in the district's SES reporting data.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DHulslander200	Elementary	Full-time (1.0)	10/24/2023 12:04 PM

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<b>Building Name</b>		
Rommelt 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RKnipe205	Secondary	Full-time (1.0)	10/24/2023 12:03 PM

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<b>Building Name</b>		
South Williamsport Area JSHS		
<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)		24



Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KDruckenmiller208	Elementary	Full-time (1.0)	10/24/2023 12:50 PM

Building Name		
Central El 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
Intermediate Unit	Elementary	5 to 11
Age Range Justification		FTE %
The IEP team makes the decision on placement and programming. Discussions surrounding the program options, as well as grade and age levels of students within the program take place by the IEP team to determine the most appropriate supports. . Cognitive levels are commensurate regardless of chronological age. K-5 Autistic Support students are not always in the classroom at the same time due to schedules/inclusion time with their appropriate grade level.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SJohnson107	Multiple	Full-time (1.0)	10/24/2023 11:54 AM

<b>Building Name</b>		
South Williamsport Area 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)		63
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant speech services. Students are grouped accordingly with same aged peers. The therapist oversees services for the entire district.		0.97

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CLOUDENSLAGER206	Elementary	Full-time (1.0)	10/24/2023 11:53 AM

<b>Building Name</b>		
Central 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SFinnerty214	Multiple	Full-time (1.0)	10/24/2023 11:10 AM

<b>Building Name</b>		
South Williamsport Area 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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	10 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students receive itinerant ES services individually or in groups with same aged peers.		0.4

<b>Building Name</b>		
South Williamsport Area 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)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	10 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Students attending our district cyber program have access to learning support. This position supports students on an individual bases due to virtual platform of schooling.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KTillotson206	Elementary	Full-time (1.0)	10/24/2023 11:15 AM

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<b>Building Name</b>	
Rommelt 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)	16
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range</b>	11 to 12
<b>Age Range Justification</b>	<b>FTE %</b>
	0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RSones209	Elementary	Full-time (1.0)	10/24/2023 11:57 AM

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<b>Building Name</b>	
Rommelt 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	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Rommelt 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	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
APregent109	Secondary	Full-time (1.0)	10/24/2023 12:47 PM

<b>Building Name</b>		
South Williamsport Area JSHS		
<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%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	11 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
The IEP team makes the decision on placement and programming. Discussions surrounding the program options, as well as grade and age levels of students within the program take place by the IEP team to determine most appropriate supports. . Cognitive levels are commensurate regardless of chronological age. 7-12 Life Skills students are not always in the classroom at the same time due to schedules/inclusion time with their appropriate grade level.		0.15

<b>Building Name</b>		
South Williamsport Area JSHS		
<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>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
The IEP team makes the decision on placement and programming. Discussions surrounding the program options, as well as grade and age levels of students within the program take place by the IEP team to determine most appropriate supports. . Cognitive levels are commensurate regardless of chronological age. 7-12 Life Skills students are not always in the classroom at the same time due to schedules/inclusion time with their appropriate grade level.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KBollinger	Secondary	Full-time (1.0)	10/24/2023 11:42 AM

**Building Name**

South Williamsport Area JSHS		
<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)		25
<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>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LJones111	Secondary	Full-time (1.0)	10/24/2023 11:42 AM

<b>Building Name</b>		
South Williamsport Area JSHS		
<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)		18
<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>
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMcLaughlin119	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Central 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>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The IEP team makes the decision on placement and programming. Discussions surrounding the program options, as well as grade and age levels of students within the program. take place by the IEP team to determine most appropriate supports. Cognitive levels are commensurate regardless of chronological age. K-6 Life Skills students are not always in the classroom at the same time due to schedules/inclusion time with their appropriate grade level.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HCarson110	Secondary	Full-time (1.0)	10/24/2023 11:44 AM

<b>Building Name</b>
Rommelt 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	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
South Williamsport Area JSHS		
<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)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CCarithers214	Elementary	Full-time (1.0)	10/24/2023 11:49 AM

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<b>Building Name</b>	
Central El Sch	
<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%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The IEP team makes the decision on placement and programming. Discussions surrounding the program options, as well as grade and age levels of students within the program take place by the IEP team to determine the most appropriate supports. . Cognitive levels are commensurate regardless of chronological age. K-5 Autistic Support students are not always in the classroom at the same time due to schedules/inclusion time with their appropriate grade level.		0.5

<b>Building Name</b>		
Central El Sch		
<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>
Intermediate Unit	Elementary	5 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The IEP team makes the decision on placement and programming. Discussions surrounding the program options, as well as grade and age levels of students within the program take place by the IEP team to determine most appropriate supports. . Cognitive levels are commensurate regardless of chronological age. K-5 Autistic Support students are not always in the classroom at the same time due to schedules/inclusion time with their appropriate grade level.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ACoder110	Secondary	Full-time (1.0)	10/24/2023 11:49 AM

<b>Building Name</b>		
South Williamsport Area JSHS		
<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%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KLorson204	Elementary	Full-time (1.0)	10/24/2023 11:50 AM

<b>Building Name</b>		
Central 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)		6
<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>
		0.12



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Central El Sch		119
<b>School Building</b>		<b>Building Description</b>
		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>
30 feet, 0 inches x 30 feet, 5 inches	912sqft	32
<b>Implementation Date</b>		
2021-09-13		
<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>
Central El Sch		202
<b>School Building</b>		<b>Building Description</b>
		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>
31 feet, 0 inches x 16 feet, 7 inches	514sqft	18
<b>Implementation Date</b>		
2021-09-13		
<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>
South Williamsport Area JSHS		109
<b>School Building</b>		<b>Building Description</b>
		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>
35 feet, 5 inches x 26 feet, 5 inches	935sqft	33
<b>Implementation Date</b>		
2021-09-13		
<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>
South Williamsport Area JSHS		205
<b>School Building</b>		<b>Building Description</b>
		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>
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32
<b>Implementation Date</b>		
2021-09-13		
<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>
Central El Sch		213
<b>School Building</b>		<b>Building Description</b>
		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>
33 feet, 7 inches x 26 feet, 0 inches	873sqft	31
<b>Implementation Date</b>		
2021-09-13		
<b>Uploaded Files</b>		

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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>
South Williamsport Area JSHS		110
<b>School Building</b>		<b>Building Description</b>
		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>
30 feet, 5 inches x 21 feet, 0 inches	638sqft	22
<b>Implementation Date</b>		
2021-09-13		
<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>
South Williamsport Area JSHS		209
<b>School Building</b>		<b>Building Description</b>
		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>
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
<b>Implementation Date</b>		
2021-09-13		
<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>
Rommelt El Sch		207
<b>School Building</b>		<b>Building Description</b>
		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>
31 feet, 0 inches x 22 feet, 9 inches	705sqft	25
<b>Implementation Date</b>		
2021-09-13		
<b>Uploaded Files</b>		

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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 #
Central El Sch		206
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, 5 inches x 16 feet, 5 inches	384sqft	13
Implementation Date		
2021-09-13		
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>
South Williamsport Area JSHS		111
<b>School Building</b>		<b>Building Description</b>
		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>
24 feet, 5 inches x 26 feet, 5 inches	645sqft	23
<b>Implementation Date</b>		
2021-09-13		
<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>
Central El Sch		107
<b>School Building</b>		<b>Building Description</b>
		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, 5 inches x 13 feet, 10 inches	351sqft	12
<b>Implementation Date</b>		
2021-09-13		
<b>Uploaded Files</b>		

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11 Assurance Check

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

Building Name		Room #
Central El Sch		214
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 26 feet, 0 inches	858sqft	30
Implementation Date		
2021-09-13		
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>
South Williamsport Area JSHS		227
<b>School Building</b>		<b>Building Description</b>
		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>
30 feet, 5 inches x 20 feet, 6 inches	623sqft	22
<b>Implementation Date</b>		
2021-09-13		
<b>Uploaded Files</b>		

13Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Central El Sch		123
<b>School Building</b>		<b>Building Description</b>
		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>
29 feet, 0 inches x 35 feet, 5 inches	1027sqft	36
<b>Implementation Date</b>		
2021-09-13		
<b>Uploaded Files</b>		

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**14 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Rommelt El Sch		209
<b>School Building</b>		<b>Building Description</b>
		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>
31 feet, 0 inches x 22 feet, 9 inches	705sqft	25
<b>Implementation Date</b>		
2021-09-13		
<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	

<b>Building Name</b>		<b>Room #</b>
Central El Sch		204
<b>School Building</b>		<b>Building Description</b>
		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>
23 feet, 5 inches x 16 feet, 5 inches	384sqft	13
<b>Implementation Date</b>		
2021-09-13		
<b>Uploaded Files</b>		

16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Central El Sch		119
<b>School Building</b>		<b>Building Description</b>
		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>
30 feet, 0 inches x 30 feet, 5 inches	912sqft	32
<b>Implementation Date</b>		
2021-09-13		
<b>Uploaded Files</b>		

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17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
South Williamsport Area JSHS		214
<b>School Building</b>		<b>Building Description</b>
		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>		
2021-09-13		
<b>Uploaded Files</b>		

18 Assurance Check

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





## Special Education Support Services

### 19Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	2	Secondary	District
Paraprofessionals	16	District Wide	District
Behavior Specialist	1	Elementary	Contractor
Occupational Therapist	2	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Director of Pupil Services	1	District Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
National Autism Conference (Annual Conference)			
Lead Person/Position		Year of Training	
Pattan, IU 13, Penn State		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
8	4	Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Ongoing training opportunities at the IU - advertised yearly			
Lead Person/Position		Year of Training	
BLAST IU 17		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

## Positive Behavior Support

Description of Training			
Ongoing trainings offered at our IU or Pattan to support PBIS			
Lead Person/Position		Year of Training	
Blast IU 17/Pattan		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1+	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
QBS De-escalation/Restraint Training (annual trainings)			
Lead Person/Position		Year of Training	
Kelsey Shannon		2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	Other

Description of Training			
PBIS Tier 2 Team Training			
Lead Person/Position		Year of Training	
Blast IU 17		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

### Paraprofessional

Description of Training			
Paraprofessional Annual Conference			
Lead Person/Position		Year of Training	
Blast IU 17		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Paraprofessionals

Description of Training

QBS - De-escalation Strategies - annual			
Lead Person/Position		Year of Training	
District QBS Trainer		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District	Paraprofessionals

Description of Training			
FERPA/Confidentiality - annual			
Lead Person/Position		Year of Training	
Superintendent		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Description of Training			
Safety and Security - annual			
Lead Person/Position		Year of Training	
District Staff		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators Central Office Administrators

			General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Technology Trainings - annual			
Lead Person/Position		Year of Training	
District Technology Director		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

### Transition

Description of Training			
Indicator 13 Training/Schoolology Course			
Lead Person/Position		Year of Training	
BLAST IU 17		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	Intermediate Unit	Building Administrators

			Special Education Teachers
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### Science of Literacy

Description of Training			
LETRS			
Lead Person/Position		Year of Training	
IU TAC Staff		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	5.5	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
ECRI Training			
Lead Person/Position		Year of Training	
Pattan/Blast IU/Title I		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	District	General Education Teachers Special Education Teachers



<b>Description of Training</b>			
Advanced Phonemic Awareness (Heggerty)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Blast IU 17/Title		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District Intermediate Unit	General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Parent Task Force - monthly meetings every school year			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Blast IU 17		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	6	Intermediate Unit	Parents

### IEP Development

<b>Description of Training</b>	
IEP Bootcamp	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Director of Spec Ed and Blast IU 17	2026

Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators Special Education Teachers

## MTSS

Description of Training			
Lead Person/Position		Year of Training	
		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
		Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Implementing and Sustaining MTSS R with Fidelity			
Lead Person/Position		Year of Training	
Pattan/ Pam Kastner		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals

			Special Education Teachers Other
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## Signatures & Affirmations

Approval Date

2022-08-23

### Uploaded Files

220812 - Signed Assurance.pdf

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

### Superintendent/Chief Executive Officer

DR. Eric Briggs

Date

2022-09-12

