

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Susquehanna Community SD		119586503
<b>Address 1</b>		
3192 Turnpike St.		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Susquehanna	PA	18847
<b>Director of Special Education Name</b>		
Elizabeth Shivock		
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<b>Chief Administrator Name</b>		
Mr John A Rushefski		
<b>Chief Administrator Email</b>		
jrushefski@scschools.org		

## Special Education Students

**Total Number of Students Receiving Special Education** 217  
**School District Total Student Enrollment** 772  
**Percent of Students Receiving Special Education** 28.1

## Steering Committee

Name	Position/Role	Building	Email
Peter Supko	Director of Curriculum	Susquehanna Community SD	psupko@scschools.org
Brent Soden	Building Principal	Susquehanna Community El Sch	bsoden@scschools.org
Elizabeth Shivock	Director of Special Education	Susquehanna Community SD	eshivock@scschools.org
Richard Emmons	Building Principal	Susquehanna Community JSHS	remmons@scschools.org
Madison Dailey	Special Education Teacher	Susquehanna Community El Sch	mdailey@scschools.org
Jessica Wolf	General Education Teacher	Susquehanna Community El Sch	jwolf@scschools.org
Sarah Carpenetti	General Education Teacher	Susquehanna Community JSHS	scarpenetti@scschools.org
Melanie Seidel	Parent	Susquehanna Community SD	m.seidel@ymail.com
Beth Davis	Other	Susquehanna Community El Sch	bdavis@scschools.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
FSA 11 Least Restrictive Environment	Math interventions implemented in the 2023-2024 school year to support general and special education students in grade first through sixth that may need slower paced instruction using grade level curriculum. Scheduling changes for the 2024-2025 school year to provide grade level small group instruction for all struggling learners regardless of special education eligibility in grades four through six in the general education environment. Off grade level instruction is also available in a small group for all struggling learners regardless of special education eligibility in grades four through six. This schedule changes allows for more instructional time for all learners in grades four through six in language arts and mathematics. The number of students participating in general education more than 80% of the school day has risen to 66.8% for the 2024-2025 school year. The number of students participating in general education less than 40% of the school day has reduced to 4% for the 2024-2025 school year.
FSA 17 Public School Enrollment	The Susquehanna Community School District has begun to transition to a Mutli-Tiered System of Supports (MTSS) model from the currently implemented Response to Instruction and Intervention (RTII) model to avoid excessive referrals for evaluation to determine eligibility for special education and to ensure all students receive the necessary support for academic success. Math interventions implemented in the 2023-2024 school year to support general and special education students in grade first through sixth that may need slower paced instruction using grade level curriculum. Scheduling changes for the 2024-2025 school year to provide grade level small group instruction for all struggling learners regardless of special education eligibility in grades four through six in the general education environment. Off grade level instruction is also available in a small group for all struggling learners regardless of special education eligibility in grades four through six. This schedule changes allows for more instructional time for all learners in grades four through six in language arts and mathematics. The percentage of students eligible for special education for the 2024-2025 school year has continued to grow.
FSA 16 Participation in PSSA and PASA	Susquehanna Community School District has trained staff involved with PSSA/PASA enrollment and special education teachers on the allowable exceptions to participate in PSSA/PASA. Additional work on PASA eligibility was completed including the development of a PASA eligibility worksheet to document student levels and performance in order to ensure all students determined eligible for PASA meet the state requirements. Worksheets are available upon request. The student participation rate in PASA has been reduced to below the 1% Threshold for the 2024-2025 School Year.

## 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.)

A 1306 facility is not located within the boundaries of the Susquehanna Community School District (SCSD). Given the event in which a facility would open within the boundaries of the school district, SCSD is responsible to develop a system of on-going communication with the institution to ensure all students who may be eligible for special education are located, identified, evaluated, and when deemed eligible, offered a free and appropriate public education. 1. SCSD will ensure that the students in the 1306 facility have a range of educational placement options, including the facility and the district schools. 2. SCSD will convene the IEP Team to determine educational placement in the least restrictive environment. Parents/Guardians will be given opportunities to participate in IEP Team meetings that can include in-person, phone, virtually. 3. SCSD will maintain communication with the host district.

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

1. SCSD will establish a communication system with the 1306 facility. This will include a notification process for new student enrollments. Notification will take place no later than one business day for each new enrollment. 2. SCSD will submit PDE 4605 to the district of residence and request educational records. 3. SCSD will ensure that students in the 1306 facility have a range of educational options, including at the facility and district school. 4. IEP Teams will be convened to determine least restrictive environment and identify and calculate a path for transition back to school.



## 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).

## Least Restrictive Environment

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

SCSD was in corrective action for Least Restrictive Environment since the 2016-2017 school year with an improvement plan to decrease the number of students eligible for special education participating in the general education classroom less than 40% of the school day. During the 2015-2016 school year 13.7% of the students eligible for special education were receiving less than 40% of their education in the regular education setting. Data from the 2024-2025 school year indicates that 4% of student eligible for special education participate in general education less than 40% of the school day. The number of students participating in the regular education setting more than 80% of the school day has increased from 48.9% in the 2015-2016 school year to 66.8% in the 2024-2025 school year. SCSD has met the SPP target for students participating in the regular education setting for more than 80% of the school day. During the 2023-2024 school year SCSD exceed the state average of students educated in the general education setting (state average 61.7%; SCSD 65.6%) SCSD has been strongly committed to increasing student involvement in general education. Professional development has been provided to ensure PennData calculations are correct. District level initiatives to support students receiving appropriate education in general education utilizing grade level curriculum have further supported these positive trends.

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

The Susquehanna Community School District provides daily instruction and interventions in Mathematics and English Language Arts for all students at the elementary level. Student groupings are identified through the local elementary RTI process at the grade level through data analysis of standardized local assessments. Grade level conversations are held monthly with professional staff, guided by administration, to review student growth and understanding of curricular based measures. Adjustments to lesson plans with increased differentiation is made when students are not meeting the expected level of success. The addition of aide support to provide increased reteaching and small group opportunities for students in the slower paced instructional groups in grades fourth through sixth. The elementary school counselor provides instruction during the year on social-emotional needs and developing social skills. Positive Behavioral Interventions and Supports (PBIS) is utilized at the elementary level. Math and ELA instruction/interventions occur based upon student identification through the secondary RTI process through data analysis of standardized local assessments and a collection of teacher information. The K-12 counselor provides instruction in social skills, and instructs students based upon their social-emotional needs presented in the HS setting. Student Assistance Program (SAP) and School Based Behavioral Health are available district wide to all students requiring services. All students participate in DESSA to determine if additional supports may be warranted.

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 Susquehanna Community School District (SCSD) provides intervention for all students daily at the elementary level. Professional staff participate in training to support student behavior by focusing on prevention, de-escalation, crisis management, and post-crisis techniques. School staff have been trained on IDEA, Least Restrictive Environment, Autism, and ADHD. Students K-6 participate in the PBIS system implemented at the elementary level. PBIS committee members attended training through NEIU #19 to develop and implement a building wide behavioral system. The SCSD has participated in assistive technology training through NEIU #19 and implements an assistive technology checklist to be reviewed during all reevaluations. In the event a student is determined to require assistive technology, staff have access to the PDE Lending Library. Assistive technology implementation plans have been developed to support student training and use of technology to support successful inclusion in general education curriculum. Additional changes to the student schedule for grades four through six was implemented for the 2024-2025 school year to provide grade level small group instruction at a slower pace for all struggling learners, regardless of eligibility for special education. The general education curriculum is instructed by content specific general education teachers. Off grade level instruction is available to all learners in a small group if required. The schedule changes allow for additional instructional time for language arts and mathematics for

students in Kindergarten through sixth grade. Double blocks for mathematics and language arts instruction are available at the secondary level to students struggling in these areas.

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

Both in district and out of district students with disabilities are encouraged to participate in extracurricular activities that include clubs, sports, and any other activities that are offered to non-exceptional students. The LEA shares these opportunities during IEP team meetings to all district and out of district students and their families. All required supports are provided for students to participate including but not limited to, transportation, professional and para professional support, communication tools, and and interpreters.

**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?**

SCSD does not have any students that are placed in a private institution. If a student should be placed in a private institution, the LEA would meet with the host school district, representatives of the private institution, and designated family members to discuss and review appropriate continuum of special education supports and services based upon the individual student academic, functional, and possible medical needs. The team will collaborate regularly throughout the school year to ensure the student's needs are addressed when implementing curriculum, best practices, behavior support services, related services, and any additional supports that will give students the opportunity to participate with non-disabled children in academic and extracurricular activities.

**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 Susquehanna Community School District will continue to grow its current programs and services based on information gathered from early intervention transition meetings. Additional programming is required in order to support an influx of nonverbal students from early intervention services to school age programming. Prior to the 2024-2025 school year, SCSD recommended outside placements to students requiring this level of care. A new program was opened in 2024-2025 and a second will be created for the 2025-2026 school year in an effort to provide services to the greatest number of students at their neighborhood school. Students recommended for out of district placements require individualized special education supports and related services that cannot be offered or replicated in a public school setting.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Elk Lake Elementary School	Other	Regular School Building	Elk Lake School District	Life Skills Support	1
Elk Lake Elementary School	Other	Regular School Building	Elk Lake School District	Emotional Support	1
New Story - Throop	Licensed Private		New Story	Emotional	1

	Academic		Schools, LLC	Support	
Graham Academy	Licensed Private Academic		Specialized Education Services, Inc.	Autistic Support	3
NEIU #19 Learning Campus	Other	Public Facility	NEIU #19	Life Skills Support	1
The Scranton School for Deaf and Hard of Hearing Children	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	1
Elk Lake High School	Other	Regular School Building	Elk Lake School District	Emotional Support	1
Lighthouse Academy	Other	Public Facility	LIU #18	Emotional Support	1

## Positive Behavior Support

### Date of Approval

2024-12-04

### Uploaded Files

Behavior 113.2 December 2024.pdf

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

Susquehanna Community School District employs three school counselors to support all students' emotional and social needs. The school counselors work with the Response to Intervention Teams (RTII), Student Assistance Teams (SAP), and School Based Behavioral Health (SBBH) to identify and support students with emotional needs. Counselors meet a minimum of three times with students on student attendance improvement plans (SAIP) and students in danger of being referred for truancy in order to provide RTII or SAP teams additional information to make informed decisions regarding referrals or support needed. Individual behavior plans are developed and implemented with positive reinforcement and built in rewards. School staff have access to various social skills programs to meet the unique needs of each student. Incidental social skills instruction, modeling, guided practice, pre-correction, and immediate feedback are also provided to students with emotional or social needs. All elementary students participate in twenty minutes of structured collaborative learning and socialization each day which also includes social skills instruction once per week using a social skills curriculum tracked by district administration.

**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.**

Susquehanna Community School District provides training and support for all staff on positive behavior support. A Positive Behavioral Intervention and Supports program was implemented in the 2021-2022 school year. Elementary school staff were trained in the program prior to the start of the school year. During the 2022-2023 and 2023-2024 school years, Susquehanna Community School District provided training on social emotional learning. Select staff have been trained in crisis intervention including prevention, de-escalation, crisis management, and post-crisis techniques and/or self-protection techniques. All staff carry walkie-talkies that are directly connected to the main office. Three staff members, including the school counselor, building administrator, and another district administrator, are able to respond in the event of a crisis. Changes to the response have been updated during the 2024-2025 school year to utilize additional paraprofessional staff in the event support is needed for an extended district or building level lockdown.

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

Susquehanna Community Elementary School implemented a Positive Behavior Intervention System (PBIS) during the 2021-2022 school year. An implementation plan was developed to ensure the program is executed effectively across classrooms and non-structured settings. Behavioral expectations for students are clearly defined and taught, appropriate behaviors are acknowledged, data is collected and analyzed, individual support is provided to students in need, and stakeholders play an active role in implementing the system. There are three tiers to the Susquehanna Community Elementary School PBIS intervention program; school-wide PBIS and classroom systems, strategic interventions, and intensive individualized interventions. The PBIS pledge is stated each morning on announcements and regular rewards occur monthly. A PBIS handbook has been developed and distributed to all elementary school faculty and staff.

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

Susquehanna Community School District partners with Scranton Counseling Center to provide School Based Behavioral Health Services (SBBH) to students in the elementary and secondary schools. The School Based Behavioral Health is a team approach including clinical treatment, coordination of care, case management, on-call

crisis services, and counseling services for individual, family, and group. School based behavior health teams meets bi-weekly with school staff members to discuss student needs, progress, engagement, and performance.

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

Susquehanna Community School District trains staff in Therapeutic Aggression Control Techniques (TACT2). The Susquehanna Community School District has had 2 restraints during the 2024-2025 school year. Restraint documentation protocols have been developed which include assessing student and staff for injuries when stable, contacting the parent within 24 hours of a restraint, scheduling an IEP meeting within 10 days of the restraint, completion of the district level restraint form, and documentation of restraint through the RISC system. All students eligible for special education with a history of restraints or who display physically aggressive behaviors that may require restraint in the future have documented the use of restraint procedures in the present levels of functional performance and develop specially designed instruction for students at risk of requiring restraints. All IEPs for students with restraints will also indicate other components of crisis management, including prevention and de-escalation strategies. The prevention and de-escalation strategies include instructional components for students while not in crisis. Restraints for all students with disabilities are submitted to the RISC system in Leader Services for quarterly review.

## Intensive Interagency

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

Currently there are no students at a substantial risk of waiting for an appropriate educational placement or receiving instruction through Instruction Conducted in the Home. Historically, students placed in Instruction Conducted in the Home receive support for a limited amount of time due to medical necessity. Students eligible for special education are provided instruction through a special education certified teacher whenever possible.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS.9-12	Secondary	Full-time (1.0)	03/11/2025 11:34 AM

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<b>Building Name</b>		
Susquehanna Community 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)		27
<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>
		0.54

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS.K-6.2	Elementary	Full-time (1.0)	02/10/2025 11:46 AM

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<b>Building Name</b>		
Susquehanna Community 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Susquehanna Community El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic 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	5 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS.7-8	Secondary	Full-time (1.0)	03/06/2025 02:20 PM

<b>Building Name</b>		
Susquehanna Community 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	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSS.K-6	Elementary	Full-time (1.0)	02/10/2025 10:31 AM

<b>Building Name</b>		
Susquehanna Community 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%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The student population does not support the need for a separate classroom.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech.K-6	Elementary	Full-time (1.0)	02/10/2025 10:34 AM

<b>Building Name</b>		
Susquehanna Community El Sch		
<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)		51
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen in small groups by grade level.		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS.K-6	Elementary	Full-time (1.0)	02/10/2025 10:36 AM

<b>Building Name</b>		
Susquehanna Community El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic 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	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Susquehanna Community 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)		4
<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>
		0.5

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSS.7-12	Secondary	Full-time (1.0)	03/06/2025 02:18 PM

<b>Building Name</b>		
Susquehanna Community 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>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Susquehanna Community 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ES.K-6	Elementary	Full-time (1.0)	02/10/2025 10:45 AM

<b>Building Name</b>		
Susquehanna Community 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)		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>
Students will receive emotional support with pre-teaching and re-teaching of grade level academic concepts. Core instruction will not occur with students outside of the age range.		0.06

<b>Building Name</b>		
Susquehanna Community El Sch		
<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%)		5
<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>
Students with supplemental support services are instructed in special educational classes per instructional levels.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS.4-5	Elementary	Full-time (1.0)	02/10/2025 11:22 AM

<b>Building Name</b>		
Susquehanna Community 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Susquehanna Community 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%)		10
<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>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS.11-12; ES 7-12	Secondary	Full-time (1.0)	03/06/2025 02:20 PM

<b>Building Name</b>		
Susquehanna Community JSHS		
<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	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Susquehanna Community 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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>
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Susquehanna Community JSHS		
<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	11 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech.K-6; 7-12	Multiple	Full-time (1.0)	02/10/2025 11:27 AM

<b>Building Name</b>		
Susquehanna Community 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)		57
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
Speech and Language services are delivered in both the elementary building and high school building. Groups are constructed by grade level of students on caseload.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS.6	Elementary	Full-time (1.0)	02/10/2025 11:28 AM

<b>Building Name</b>		
Susquehanna Community 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%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS.K-3	Elementary	Full-time (1.0)	02/10/2025 11:29 AM

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<b>Building Name</b>		
Susquehanna Community 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%)		9
<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>
		0.45

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community El Sch		B40
<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>
20 feet, 9 inches x 20 feet, 2 inches	418sqft	14
<b>Implementation Date</b>		
2025-08-18		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community JSHS		101
<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>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2025-08-18		
<b>Uploaded Files</b>		

### 2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school	Yes	



activities		
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community El Sch		B2
<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>
21 feet, 8 inches x 32 feet, 4 inches	700sqft	25
<b>Implementation Date</b>		
2025-08-18		
<b>Uploaded Files</b>		

### 3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community El Sch		B3
<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>
21 feet, 8 inches x 32 feet, 4 inches	700sqft	25
<b>Implementation Date</b>		
2025-08-18		

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

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community JSHS		106
<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>
38 feet, 2 inches x 30 feet, 0 inches	1145sqft	40
<b>Implementation Date</b>		
2025-08-18		
<b>Uploaded Files</b>		

#### 5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>	<b>Room #</b>
Susquehanna Community JSHS	216
<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 20 feet, 7 inches	596sqft	21
<b>Implementation Date</b>		
2025-08-18		
<b>Uploaded Files</b>		

#### 6Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community El Sch		B41
<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>
38 feet, 6 inches x 18 feet, 8 inches	718sqft	25
<b>Implementation Date</b>		
2025-08-18		
<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	

The location of the class has been maintained for at least 3 school years.	Yes	
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<b>Building Name</b>		<b>Room #</b>
Susquehanna Community El Sch		B49
<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>
38 feet, 6 inches x 18 feet, 8 inches	718sqft	25
<b>Implementation Date</b>		
2025-08-18		
<b>Uploaded Files</b>		

#### 8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community El Sch		A9
<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, 6 inches x 27 feet, 4 inches	806sqft	28
<b>Implementation Date</b>		
2025-08-18		
<b>Uploaded Files</b>		

#### 9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community El Sch		B58
<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>
34 feet, 3 inches x 19 feet, 0 inches	650sqft	23
<b>Implementation Date</b>		
2025-08-18		
<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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community JSHS		239
<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>
21 feet, 0 inches x 24 feet, 0 inches	504sqft	18

<b>Implementation Date</b>
2025-08-18
<b>Uploaded Files</b>

#### 11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Susquehanna Community El Sch		B13
<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>
24 feet, 6 inches x 31 feet, 0 inches	759sqft	27
<b>Implementation Date</b>		
2025-08-18		
<b>Uploaded Files</b>		

#### 12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>	<b>Room #</b>
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Susquehanna Community El Sch		B15
<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>
24 feet, 6 inches x 31 feet, 0 inches	759sqft	27
<b>Implementation Date</b>		
2025-08-18		
<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	
The location of the class has been maintained for at least 3 school years.		No

## Special Education Support Services

### 14Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Paraprofessionals	20	Elementary	District
Paraprofessionals	4	Secondary	District



## Special Education Personnel Development

### Autism

Description of Training			
TBM Autism			
Lead Person/Position		Year of Training	
Special Education Supervisor		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
10	2	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Supporting Successful Inclusion for Students with Autism			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Parent Perspective: Autism Beyond the Classroom			
Lead Person/Position		Year of Training	
Parent		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
School Wide Positive Behavioral Intervention and Supports			
Lead Person/Position		Year of Training	
Building Administration		2025 2026 2027	

		2028	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Therapeutic Aggression Control Techniques (TACT2)			
Lead Person/Position		Year of Training	
Intermediate Unit TaC Team		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
7.5	1	Intermediate Unit	Special Education Teachers

Description of Training			
Therapeutic Aggression Control Techniques (TACT2) without restraints			
Lead Person/Position		Year of Training	
Special Education Supervisor and Special Education Teachers		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training	
Disability Awareness	
Lead Person/Position	Year of Training
Special Education Supervisor	2025
	2026
	2027

		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Paraprofessionals

Description of Training			
Appropriate Interventions to Support and Build Independence			
Lead Person/Position		Year of Training	
Special Education Supervisor		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Paraprofessionals

Description of Training			
Confidentiality			
Lead Person/Position		Year of Training	
Special Education Supervisor		2025 2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Paraprofessionals Special Education Teachers

Description of Training			
Recognizing and Reporting Child Abuse			
Lead Person/Position		Year of Training	
District Administration		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

			Other
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## Transition

Description of Training			
Developing and Implementing Individualized Transition Plans			
Lead Person/Position		Year of Training	
Special Education Supervisor		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Community Resources for Transitioning to Adult Life			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Parents Special Education Teachers

Description of Training			
Post-Secondary Education and Training			
Lead Person/Position		Year of Training	
Special Education Supervisor		2027	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	General Education Teachers Special Education Teachers

Description of Training			
Employment			
Lead Person/Position		Year of Training	
Special Education Supervisor		2027	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Special Education Teachers

Description of Training			
Independent Living			
Lead Person/Position		Year of Training	
Special Education Supervisor		2027	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Special Education Teachers

Description of Training			
Work Based Learning and Community Based Instruction			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Special Education Teachers

### Science of Literacy

Description of Training			
Success for PA Early Learners			
Lead Person/Position		Year of Training	
Curriculum Coordinator		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Curriculum Coordinator		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators General Education Teachers Special Education Teachers

## Parent Training

Description of Training			
What is Special Education?			
Lead Person/Position		Year of Training	
Special Education Supervisor		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Transitioning to Adult Life			
Lead Person/Position		Year of Training	
Special Education Supervisor		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Community Resources			
Lead Person/Position		Year of Training	
Special Education Supervisor		2025	
		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Special Education Teachers

Description of Training	
The Evaluation Process	
Lead Person/Position	Year of Training

Special Education Supervisor		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
0.5	1	District	Parents

<b>Description of Training</b>			
The IEP Team and Meeting			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisor		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
0.5	1	District	Parents

<b>Description of Training</b>			
Disability Awareness			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisor		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
0.5	1	District	Parents

<b>Description of Training</b>			
Susquehanna Community School District Special Education Programs, Supports, and Services			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Supervisor		2025 2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

## IEP Development

Description of Training			
Developing Individualized Present Levels of Academic and Functional Performance			
Lead Person/Position		Year of Training	
Special Education Supervisor		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Special Education Teachers

Description of Training			
Identifying Appropriate Research Based Specially Designed Instruction			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Special Education Teachers

Description of Training			
Teacher Input in Individual Education Programs			
Lead Person/Position		Year of Training	
Special Education Supervisor		2025 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
PennData Reporting			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2028	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Special Education Teachers



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Description of Training			
Extended School Year Eligibility			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Special Education Teachers

Description of Training			
Determining Least Restrictive Environment			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Analyzing Data to Develop Measurable Annual Goals			
Lead Person/Position		Year of Training	
Special Education Supervisor		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Special Education Teachers

## Signatures & Affirmations

Approval Date

### Uploaded Files

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

**Superintendent/Chief Executive Officer**

**Date**