

2022

Special Education Plan



Carrie Martin- Director of Special Education
Bethany Peters- Assistant Director of Special
Education
6/1/2022

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Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education: 510

School District Total Student Enrollment: 2992

Percent of Students Receiving Special Education: 17

Steering Committee

Name	Position/Role	Building	Email
Carrie Martin	Director of Special Education	Susquehanna Township SD	cmartin@hannasd.org
Bethany Peters	Director of Special Education	Susquehanna Township SD	bpeters@hannasd.org
Tamara Willis	Superintendent	Susquehanna Township SD	twillis@hannasd.org
Andrae Martin	Building Principal	Sara Lindemuth El Sch	amartin@hannasd.org
Amanda Mucci	Parent	Susquehanna Twp MS	amucci@hannasd.org
Patrick Raugh	Director of Curriculum	Susquehanna Township SD	praugh@hannasd.org
Jillian Fletcher	General Education Teacher	Susquehanna Twp MS	jfletcher@hannasd.org
Kaitlyn Veronikis	Special Education Teacher	Thomas W Holtzman Jr El Sch	kveronikis@hannasd.org
Julieann Newill	Board Member	Susquehanna Township SD	jnewill@hannasd.org

School District Areas of Improvement and Planning – Indicators

Area of Planning	Indicator	Flagged Status
Graduation	Indicator 1	Not flagged at this time
Drop Out	Indicator 2	Not flagged at this time
Assessment	Indicator 3	Not flagged at this time
Suspension/Expulsion by Race/Ethnicity	Indicator 4B	Not flagged at this time
Education Environments	Indicator 5	Not flagged at this time
Parent Involvement	Indicator 8	Not flagged at this time
Disproportionate Representation by Race/Ethnicity	Indicator 9	Not flagged at this time
Disproportionate Representation by Race/Ethnicity/Disability	Indicator 10	Not flagged at this time
Timely Initial Evaluations	Indicator 11	Not flagged at this time
Early Childhood Transition	Indicator 12	Not flagged at this time
Secondary Transition	Indicator 13	Not flagged at this time
Post-School Outcomes	Indicator 14	Not flagged at this time
Resolution Sessions	Indicator 15	Not flagged at this time
Mediation	Indicator 16	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

Both Models (only if state approved)

Building Name	AUN	Branch Number	RTI	Approved RTI Use
Sara Lindemuth El Sch	115228303	4945	Reading	x

Significant Disproportionality

Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Non-Resident Students Oversight

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

No

2. 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.)

Child find information is published in the district calendar and posted in district buildings. This includes Special Education and Protected Handicapped student information. Should STSD be the host school district, we are aware that we need to report 1306 children on PIMS and Penn Data. Note: The host school district is the LEA for 1306 students residing in a facility within school district boundaries.

Questions asked when students are enrolled are:

- Is the child living with foster parents or host home parents in a foster home?
- Was the child placed for "treatment" (is the child in substitute care), or is the child placed as a foster child for care and supervision.
- How long will the student remain in the host or foster home status?

Should a child be classified as a 1306 student the "Request for Information" forms are completed and sent to the child's self-disclosed school district. Once records are received they are reviewed to determine if all required documents are present and Evaluation Report (ER) or Reevaluation Report (RR) and Individualized Education Program (IEP) are current. If current, the IEP is implemented and a Notice of Recommended Placement (NOREP) offered.

If the ER/RR and/or IEP are not current STSD will immediately implement the last agreed upon IEP to the extent possible until a reevaluation report can be generated and a new IEP developed. A permission to reevaluate is issued and the reevaluation process initiated, culminating in a Reevaluation Report, IEP and NOREP. The student will not be without special education programs and services while the special education process is completed.

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. The host is also responsible for maintaining contact with the resident district on all matters pertaining to the student.

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

When the District receives appropriate and timely communication from the educating district or entity, District personnel attend evaluation and Individual Education Program (IEP) meetings either in person or by phone. Input is provided into the education plan in order to plan for a smooth transition back to a district school.

Both the educating district and the home district will attend data review meetings and transition meetings. Transition meetings will discuss current progress monitoring, data towards individual specific behavior goals, programming needs to ensure success of the individual, transportation arrangements/timeline, and touring home district if applicable.

Incarcerated Students Oversight

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

No

2. 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).

Not Applicable

Least Restrictive Environment

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

Upon review of the Penn Data SEDR, the district's most noted area for improvement is the area of educational environment.

Currently, the district has almost double the percentage of learners outplaced compared to the state total. This high number demonstrates the need for increased special education services within the district to support these learners. Currently, the majority learners that are outplaced have a high behavioral need that cannot be supported within district buildings, deaf and hard of hearing learners as we do not have a large enough population to provide district employees in this specialty, or have multiple disabilities that cannot be accommodated within current programming. The 19-20 data put Susquehanna Township School District at 7.8% of learners outplaced, compared to the state average of 4.8% of learners outplaced. There was a slight decrease in percentage in the 2020-2021 school year with Susquehanna Township School District at 7.5% of learners outplaced and the state comparison at 4.7%.

In addition, the district is noted to be approximately 18% below the state average for itinerant learners within their general education programming greater than 80% of the day. This data has remained consistent for approximately two years (2019-2020, 2020-2021).

Full-Time Special Education services is described as less than 40% of time in regular education. In 2019-2020, the state average was 9.6%, and STSD was at 11.2% of learners in full-time Special Education services. In 2020-2021, the state percentage slightly increased to 9.8% and STSD slightly decreased to 11.1% of learners.

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 Township School District implements an MTSS model that addresses academic and social/emotional needs through intervention. Student benchmark assessment data and progress monitoring is reviewed monthly to determine areas of need and level of intervention. Tiered Interventions are developed at each building based on the need and developmental level of the children. Our district also subscribes to Social Emotional Learning at all levels. Our student success manual outlines all of these interventions in the MTSS 3 Tiered Intervention System.

Social/Emotional supports available to all learners depending on age include: SEL curriculum (PATHs (K-5), Developmental Design (6-12), School Counseling, PBIS, Laurel Life (elementary), Effective School Solutions (secondary), Communities In School, Community Services Group.

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 Township School District (STSD) is committed to providing a free appropriate public education to each student identified with disabilities in the least restrictive environment as determined by the IEP team. The district advocates education in the least restrictive environment (LRE) which is defined as the environment in which the student can be satisfactorily educated and is not disruptive to the education of other students. This is determined by the student's educational team through data analysis of the performance of all of the students in the environment.

Each learner's IEP Team reviews the individual data to determine their least restrictive environment and ensure meaningful participation within their general education curriculum. The team is reconvened at any time to revise the IEP if the learner is demonstrating growth in their goals, or requires additional Specifically Designed Instruction (SDI's) to continue success in current environment. The IEP Case manager also provides a copy of the learner's SDI's, goals, and positive behavior support plan (PBSP) to all staff involved with the individual to ensure all supports are being implemented with fidelity.

In a learner's IEP, the case manager is designated to collaborate and communicate with each regular education teacher to determine progress and need. In addition, the case manager collaborates with fellow Special Educators who provide direct instruction to the learner and with related services (Speech Therapy, Occupational Therapy, Counseling Support, Social Worker Support, Personal Care Assistants, School Nurses) to ensure fidelity of the IEP.

Extensive efforts have been made throughout the district special education program to educate students ensuring maximum integration. Many students spend their entire day within a regular education setting with either a special education teacher providing specially designed instruction or para educator providing support on a frequent basis. Special education teachers are co-teaching lessons in the regular education setting, and providing accommodations, adaptations or modifications to tests, quizzes or study guides. Students who demonstrate a need as determined by the educational team are provided one-to-one support assistance during the school day. Data is reviewed to develop targeted skills groups designed to meet individual learning needs which are utilized for students above, at or below grade level expectations. These groups are taught by either special or general education teachers and contain both general and special education students. Leveled resources in core subjects and previewing/acceleration, allow for students needing instruction to participate more fully in general education discussions and classroom activities.

Within the school district, outside agencies are also utilized to ensure that learner needs are being met. This could be a referral to the Student Assistance Program (SAP), Effective School Solutions (ESS), Communities in School (CIS), or Community Schools Group (CSG). These agencies provide opportunities for counseling services, social skills groups, executive functioning skills group, family counseling services, and connections with community services.

The LEA also provides training district wide in the area Positive Behavior Support and Safe Crisis Management Theory to address the areas of de-escalation and positive behavior interactions. These trainings are provided annually at the district and building level. In addition, the district provides training in the area of sensory needs, small-group instruction within the classroom, co-teaching model, and accommodations/modifications.

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

All learners are encouraged to participate in district extracurricular activities to the maximum extent appropriate.

To ensure that they are able to participate in extracurricular activities, the district provides specialized transportation services, paraprofessional support if applicable, peer buddy opportunities, copies of positive behavior support plans to staff, and Safe Crisis Management Theory training to staff to ensure best practices are utilized in areas of de-escalation.

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?

All learners who are outplaced in private institutions are encouraged to participate in district extracurricular activities and are educated with non-disabled peers to the maximum extent appropriate.

To ensure that they are able to participate in extracurricular activities, the district provides specialized transportation services, paraprofessional support if applicable, peer buddy opportunities, copies of positive behavior support plans to staff, and Safe Crisis Management Theory training to staff to ensure best practices are utilized in areas of de-escalation. While learners in private institutions, they can access all activities and events through our monthly newsletters, the Student Services and Special Education websites, as well as conversations during their annual IEP/team meetings.

Learners in private institutions are educated with non-disabled peers to the maximum extent appropriate as determined by the IEP team. The IEP team will evaluate current progress monitoring data towards goals to assess their ability to participate with regular-education peers in the current setting or to assess their ability to begin transition to in-district placement opportunities.

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 Township School District identified the need to build capacity within district in an effort to decrease the number of students in outplacement facilities. Self-contained emotional support utilizing virtual instruction has been implemented at the middle and high school level. The expansion of these programs will allow STSD learners to remain in district with the appropriate level of support. STSD has also partnered with the Camp Curtain YMCA along with utilizing virtual instruction to support learners who commit a violation of the drug, alcohol or weapons policy (Policy 218.1, 222 and 227) that result in an expulsion. Learners remain on campus during the school day in a designated area. They receive synchronous instruction from STSD staff. They are then transported by the Camp Curtain YMCA staff to their after school program where they receive behavioral health supports specific to the violation for 12-15 weeks or until their goals are met.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Yellow Breeches Educational Center	Licensed Private Academic		Yellow Breeches Educational Center, Inc.	Emotional Support	5
The Vista School	Approved Private School (APS)		Vista Autism Services	Autistic Support	3
Capital Academy	Licensed Private Academic		Seis Schools	Emotional Support	7
Abraxas 1	Other	Abraxas 1 Arlene Lissner HS	RIU6	Emotional Support	1
Adelphoi Village	Other	Detention Facility	Adelphoi Education	Emotional Support	1
Delaware Valley High School	Other	Public School	Delaware Valley School District	Learning Support	1
Robert Reid Elementary	Other	Public School	Middletown Area School District	Multiple Disabilities Support	1
JC Kunkel Elementary School	Other	Public	Middletown School District	Multiple Disabilities Support	1
Middletown High School	Other	Public School	Middletown Area High School	Multiple Disabilities Support	1
New Story-Harrisburg	Licensed Private Academic		New Story Schools	Autistic Support	4
New Story-New Cumberland	Licensed Private Academic		New Story Schools	Emotional Support	4
Susquehanna Township Middle School- DHH Classroom	Other	Public Facility (Non Residential)	CAIU	Deaf and Hard of Hearing Support	2
Conestoga Elementary- DHH Classroom	Other	Public Facility (Non Residential)	CAIU	Deaf and Hard of Hearing Support	1
East Pennsboro High School- AS Classroom	Other	Public School	CAIU	Autistic Support	1
Central Dauphin East High School- AS Classroom	Other	Public School	CAIU	Autistic Support	1
Middletown Area HS- AS Classroom	Other	Public Facility (Non Residential)	CAIU	Autistic Support	1

PennState Hershey Medical Center- CAIU Classroom	Other	Public Facility (Non Residential)	CAIU	Life Skills Support	2
Hilltop Academy	Other	Public Facility (Non Residential)	CAIU	Emotional Support	6

Positive Behavior Support

Date of Approval
2020-06-15

Behavior Support Policy 113.2

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

Susquehanna Township School District is dedicated to supporting the social emotional needs of students with disabilities. STSD utilizes social emotional curriculum at all buildings district-wide. The PATHs curriculum is used at the elementary level and is offered to all students as a special. Developmental Design is used at the secondary level and is available for all students. Through our Multi-tiered System of Supports, there is a tiered level of supports for the social emotional needs of students with disabilities. With the use of informal and formal behavior plans, STSD is able to ensure least restrictive environment while delivering positive behavior support. At the tier 3 level, a functional behavior assessment may be performed where behaviors of concern are identified, input is provided from the student's IEP team, data is collected and analyzed, a report and positive behavior support plan is developed.

Susquehanna Township also partners with agencies to support the social emotional needs of students with disabilities. Such partners include Communities In Schools who work alongside school staff, parents and students to provide support as well as Community Services Group who provides school-based counseling to student's. Social emotional needs are also provided through Laurel Life, a trauma-informed classroom supporting elementary students as well as Effective School Solutions, an itinerant therapeutic approach that supports secondary students.

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

The PBIS Team provides a training to all staff in each building yearly, on the use of positive behavior supports. STSD also has a team of five staff who are Safe Crisis Management Trainers. This team provides yearly training to all staff on SCM Theory which provide staff with techniques on how to effectively de-escalate students both in an immediate situation as well as a crisis situation. STSD also utilizes behavioral services through the CAIU that assist with preventative plans for students and strategies for staff.

3. Describe the district positive school wide support programs.

STSD subscribes to an MTSS model that uses PBIS principles aligned to behavioral expectations and intervention. Tiered behavior interventions are developed at each building based on the developmental level of the children. These building wide, and student specific, plans are designed to teach replacement behaviors to support the learner within their educational setting. Our district also subscribes to Social Emotional Learning at all levels. Our student success manual outlines all of these interventions

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

STSD employs certified school counselors at every building these counselors are trained in mental health and behavioral interventions. The district also employs one district wide licensed Social Worker. The counselors and or social workers can provide individual and/or group services or make referrals to other providers as needed to

support these students. Additional supports include: Student Assistance Teams at all buildings, School based counseling services (CSG), Community in Schools, intermediate unit support.

5. Describe the district restraint procedure.

Physical restraints should be avoided and may only be used as a crisis intervention to control acute aggressive behavior when the student is acting in a manner as to be a clear and present danger to him/her, to other students, to employees, or others. Should physical restraint be needed, the event must be documented, the IEP reviewed and parents notified and IEP team meeting conducted within 10-school days unless the parent waives the need in writing. Teachers and staff utilizing physical restraint as a protective procedure must be certified in safe crisis management interventions. The District will not employ aversive techniques of intervention such as corporal punishment, locked rooms, deprivation of human rights, demeaning behaviors, etc. Finally, subsequent to a referral to law enforcement for those who already have a positive behavior support plan, an updated functional behavior assessment will be performed and the plan updated.

The District has a Board Certified Behavior Analyst on staff as well as contracting with the Capital Area Intermediate Unit to provide a behavior coach that works with teachers in classroom management techniques. The coaches work to provide teacher and paraprofessional training that supports teachers and paraprofessionals as they prepare and/or support instruction for students who require specially designed instruction for emotional supports and needs. The coaches also provide behavior support to students and to IEP teams so that students are able to remain engaged and productive in general education classes. In situations where the students are not making progress and the team determines that behaviors are impeding the progress of the student, the District conducts Functional Behavioral Analysis. In instances where the student is so disruptive as to significantly impair the education of other students in the class, the IEP team meets to determine what program or placement changes are necessary to ensure the appropriate education of all students.

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.

LEAs must also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination. Susquehanna Township School District inputs these students within 5 days of being identified. This system is also aimed at helping students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. The district and is aware of the reporting requirements continue to utilize this system of reporting for active cases.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BCBA	Multiple	Full-time (1.0)	06/07/2022 12:43 PM

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH HF AS	Elementary	Full-time (1.0)	05/05/2022 02:17 PM

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH 5TH LS	Elementary	Full-time (1.0)	05/05/2022 02:19 PM

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH 4TH LS	Elementary	Full-time (1.0)	05/05/2022 02:20 PM

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH 3RD LS	Elementary	Full-time (1.0)	05/05/2022 02:21 PM

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.26

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH LSS	Elementary	Full-time (1.0)	05/05/2022 02:05 PM

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH ES	Elementary	Full-time (1.0)	05/05/2022 02:04 PM

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.22

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH AS	Elementary	Full-time (1.0)	05/05/2022 02:03 PM

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Waiver completed for learners who moved up from K-2 building due to classroom size and academic needs		0.75

Building Name		
Thomas W Holtzman Jr El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC ES	Elementary	Full-time (1.0)	05/05/2022 01:59 PM

Building Name		
Sara Lindemuth El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Sara Lindemuth El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Sara Lindemuth El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC SUP LS	Elementary	Full-time (1.0)	05/05/2022 01:57 PM

Building Name		
Sara Lindemuth El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.04

Building Name		
Sara Lindemuth El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC Itin LS	Elementary	Full-time (1.0)	05/05/2022 01:55 PM

Building Name		
Sara Lindemuth El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS TC	Secondary	Part-time (0.5)	05/05/2022 01:54 PM

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.14

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 5	Secondary	Full-time (1.0)	05/05/2022 01:53 PM

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 4	Secondary	Full-time (1.0)	05/05/2022 01:52 PM

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 3	Secondary	Full-time (1.0)	05/05/2022 01:51 PM

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

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 2	Secondary	Full-time (1.0)	05/05/2022 01:50 PM

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

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 1	Secondary	Full-time (1.0)	05/05/2022 01:50 PM

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

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS AS	Secondary	Full-time (1.0)	05/05/2022 01:49 PM

Building Name		
Susquehanna Twp HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.17

Building Name		
Susquehanna Twp HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.12

Building Name		
Susquehanna Twp HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS FTLS	Secondary	Full-time (1.0)	05/05/2022 01:47 PM

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS 2	Secondary	Full-time (1.0)	05/05/2022 01:45 PM

Building Name		
Susquehanna Twp HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Susquehanna Twp HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS 1	Secondary	Full-time (1.0)	05/05/2022 01:44 PM

Building Name		
Susquehanna Twp HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.4

Building Name		
Susquehanna Twp HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES	Secondary	Full-time (1.0)	05/05/2022 01:42 PM

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

Building Name		
Susquehanna Twp HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 3	Secondary	Full-time (1.0)	05/05/2022 01:40 PM

Building Name		
Susquehanna Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Susquehanna Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 2	Secondary	Full-time (1.0)	05/05/2022 02:12 PM

Building Name		
Susquehanna Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.32

Building Name		
Susquehanna Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 1	Secondary	Full-time (1.0)	05/05/2022 01:38 PM

Building Name		
Susquehanna Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Susquehanna Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS FTLS	Secondary	Full-time (1.0)	05/05/2022 01:37 PM

Building Name		
Susquehanna Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Susquehanna Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS AS	Secondary	Full-time (1.0)	05/05/2022 01:37 PM

Building Name		
Susquehanna Twp MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.17

Building Name		
Susquehanna Twp MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Susquehanna Twp MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LSS	Secondary	Full-time (1.0)	05/05/2022 01:35 PM

Building Name		
Susquehanna Twp MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.55

Building Name		
Susquehanna Twp MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS ES	Secondary	Full-time (1.0)	05/05/2022 01:33 PM

Building Name		
Susquehanna Twp MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Susquehanna Twp MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC AS	Elementary	Full-time (1.0)	05/05/2022 01:34 PM

Building Name		
Sara Lindemuth El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.62

Building Name		
Sara Lindemuth El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

Special Education Facilities

Building Name		Room #
Susquehanna Twp HS		105
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 4 inches x 54 feet, 2 inches	1263sqft	45
Implementation Date		
2022-06-07		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Susquehanna Twp HS		107
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 9 inches x 23 feet, 5 inches	883sqft	31
Implementation Date		
2022-06-07		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Susquehanna Twp HS		125
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 40 feet, 1 inches	982sqft	35
Implementation Date		
2022-06-07		
Uploaded Files		

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	

Building Name		Room #
Susquehanna Twp HS		204
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 3 inches x 23 feet, 6 inches	710sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

4 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 #
Susquehanna Twp HS		209
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 9 inches x 23 feet, 5 inches	837sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

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	

Building Name		Room #
Susquehanna Twp HS		306
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 11 inches x 26 feet, 7 inches	848sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

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	

Building Name		Room #
Susquehanna Twp HS		308
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 10 inches x 28 feet, 0 inches	723sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Susquehanna Twp HS		311
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 11 inches x 35 feet, 11 inches	859sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

8Assurance Check

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

Building Name		Room #
Susquehanna Twp HS		202
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 23 feet, 6 inches	658sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

9Assurance Check

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

Building Name		Room #
Susquehanna Twp MS		145
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 5 inches x 31 feet, 10 inches	777sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

10 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 #
Susquehanna Twp MS		212
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 10 inches x 22 feet, 7 inches	673sqft	24
Implementation Date		
2022-06-07		
Uploaded Files		

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 #
Susquehanna Twp MS		153
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 11 inches x 32 feet, 9 inches	848sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

12 Assurance Check

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

Building Name		Room #
Susquehanna Twp MS		213
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 5 inches x 22 feet, 6 inches	706sqft	25
Implementation Date		
2022-06-07		
Uploaded Files		

13 Assurance Check

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

Building Name		Room #
Susquehanna Twp MS		230
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 9 inches x 22 feet, 11 inches	452sqft	16
Implementation Date		
2022-06-07		
Uploaded Files		

14 Assurance Check

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

Building Name		Room #
Susquehanna Twp MS		231
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 5 inches x 23 feet, 0 inches	768sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Susquehanna Twp MS		11
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 8 inches x 44 feet, 10 inches	971sqft	34
Implementation Date		
2022-06-07		
Uploaded Files		

16 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 #
Susquehanna Twp MS		12
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 21 feet, 6 inches	505sqft	18
Implementation Date		
2022-06-07		
Uploaded Files		

17 Assurance Check

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

Building Name		Room #
Susquehanna Twp MS		14
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 10 inches x 21 feet, 2 inches	864sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Susquehanna Twp MS		21
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 8 inches x 22 feet, 3 inches	660sqft	23
Implementation Date		
2022-06-07		
Uploaded Files		

19 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 #
Thomas W Holtzman Jr El Sch		120
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 8 inches x 23 feet, 6 inches	744sqft	26
Implementation Date		
2022-06-07		
Uploaded Files		

20Assurance 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 #
Thomas W Holtzman Jr El Sch		121
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 8 inches x 23 feet, 6 inches	744sqft	26
Implementation Date		
2022-06-07		
Uploaded Files		

21Assurance 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 #
Thomas W Holtzman Jr El Sch		Modular 147
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 10 inches x 28 feet, 0 inches	639sqft	22
Implementation Date		
2022-06-07		
Uploaded Files		

22 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 #
Thomas W Holtzman Jr El Sch		112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 4 inches x 25 feet, 10 inches	861sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

23 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 #
Thomas W Holtzman Jr El Sch		134
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 2 inches x 25 feet, 11 inches	911sqft	32
Implementation Date		
2022-06-07		
Uploaded Files		

24 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 #
Thomas W Holtzman Jr El Sch		114A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 3 inches x 23 feet, 11 inches	412sqft	14
Implementation Date		
2022-06-07		
Uploaded Files		

25 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 #
Thomas W Holtzman Jr El Sch		114B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 3 inches x 23 feet, 11 inches	412sqft	14
Implementation Date		
2022-06-07		
Uploaded Files		

26 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 #
Thomas W Holtzman Jr El Sch		106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 3 inches x 25 feet, 3 inches	839sqft	29
Implementation Date		
2022-06-07		
Uploaded Files		

27 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 #
Thomas W Holtzman Jr El Sch		128
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 2 inches x 23 feet, 3 inches	608sqft	21
Implementation Date		
2022-06-07		
Uploaded Files		

28 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 #
Sara Lindemuth El Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 7 inches x 26 feet, 5 inches	860sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

29 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 #
Sara Lindemuth El Sch		116
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 6 inches x 26 feet, 5 inches	858sqft	30
Implementation Date		
2022-06-07		
Uploaded Files		

30 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 #
Sara Lindemuth El Sch		102A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 10 inches x 9 feet, 8 inches	143sqft	5
Implementation Date		
2022-06-07		
Uploaded Files		

31 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 #
Sara Lindemuth El Sch		215
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 16 feet, 1 inches	426sqft	15
Implementation Date		
2022-06-07		
Uploaded Files		

32 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 #
Sara Lindemuth El Sch		216
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 1 inches x 26 feet, 6 inches	426sqft	15
Implementation Date		
2022-06-07		
Uploaded Files		

33 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 #
Sara Lindemuth El Sch		223
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 2 inches x 16 feet, 2 inches	406sqft	14
Implementation Date		
2022-06-07		
Uploaded Files		

34 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 #
Susquehanna Twp HS		214A
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 1 inches x 28 feet, 0 inches	394sqft	14
Implementation Date		
2022-06-07		
Uploaded Files		

35 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 #
Susquehanna Twp HS		216
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 38 feet, 2 inches	763sqft	27
Implementation Date		
2022-06-07		
Uploaded Files		

36 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

37Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	2	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	50	District Wide	District
Speech Pathologists	4	Elementary	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	7	District Wide	District
Austill's Speech Therapists	2	Secondary	Contractor
Effective School Solutions	2	Secondary	Contractor
Laurel Life	5	Elementary	Contractor
Communities in School	3	District Wide	Contractor
Communities Services Group	2	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Participants working in the Autism Support classroom receive training on the acquisition of language and assistive technology use as well as manding and tacting techniques.			
Lead Person/Position		Year of Training	
CAIU 15		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	Intermediate Unit	Special Education Teachers

Positive Behavior Support

Description of Training			
Each building will continue the training and implementation of a school wide positive behavior support system. Schools will use PaTTAN, and building PBIS teams to assist in training and professional development. The District will improve training on the MTSS process and the development of a wide variety of interventions to support the tiers of the system.			
Lead Person/Position		Year of Training	
PBIS Teams, Building Principals		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Paraprofessionals will be provided with 20 hours of training per years in selected PaTTAN 39 training topics. Paraprofessionals will participate in the on line trainings offered by PaTTAN and will demonstrate completion by presentation of their certificate issued by PaTTAN.			
Lead Person/Position		Year of Training	
Carrie Martin/Bethany Peters		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	10	PaTTAN	Paraprofessionals

Transition

Description of Training			
Special Education Teachers will receive training in transition planning and the incorporation of the goals of the 339 Guidance Plan within indicator 13. Evidence will be submission of the certificate presented at the conclusion of each training.			
Lead Person/Position		Year of Training	
Carrie Martin/Bethany Peters		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District	Building Administrators General Education Teachers Special Education Teachers

Science of Literacy

Description of Training			
Wilson Reading Intervention - comprehensive and thorough tier 3 reading intervention that ensures students have mastered every aspect of decoding.			
Lead Person/Position		Year of Training	
Carrie Martin/Bethany Peters		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	10	Other	Special Education Teachers

Description of Training			
Enhanced Core Reading Instruction - multi-tiered reading intervention for kindergarten, first and second grade designed to meet the learning needs of students at-risk in reading. The Enhancing Core Reading Instruction model increases the level of explicitness of core reading instruction by redesigning the core reading program to focus on critical reading content, to be clear and systematic, and to provide deliberate and frequent practice opportunities.			
Lead Person/Position		Year of Training	
Building Principals, Reading Specialists		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	5	District	Building Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Effectively communicating with your children at home			
Lead Person/Position		Year of Training	
Amanda Katchur, CSG Supervisor		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
Positive parenting in the current world			
Lead Person/Position		Year of Training	
Jill Debrosse, School Counselor		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Everybody EATS - behavior PD for low incident families			
Lead Person/Position		Year of Training	
Kate Veronikis, Autism Support Teacher		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Secondary Transition for students, workstudy and co-op			
Lead Person/Position		Year of Training	
Joan Tracy, Transition Coordinator		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Staying health during cold and flu season			
Lead Person/Position		Year of Training	
Jennifer Halfond, Lead Nurse		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Virtual parent training supports - how to support your child in a virtual world			
Lead Person/Position		Year of Training	
Amanda Mucci, School Psychologist		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Learner Engagement over the Summer - how to engage students over the summer break			
Lead Person/Position		Year of Training	
Lora Millar, ESL Instructor		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Effective School Solutions - Suicide prevention - signs of a struggling child			
Lead Person/Position		Year of Training	
Patsy Grove, Clinical Supervisor		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
Healthy Habits			
Lead Person/Position		Year of Training	
Jennifer Halfond		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
ELD Supports for Families			
Lead Person/Position		Year of Training	
Lora Millar		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Special Education How To's			
Lead Person/Position		Year of Training	
Special Education Dept. Chair		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Sensory Strategies			
Lead Person/Position		Year of Training	
Maria Lehman		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

Description of Training			
Trauma Informed Support			
Lead Person/Position		Year of Training	
Amanda Katchur		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

IEP Development

Description of Training			
Special Education Teachers receive a special education manual that has all processes and procedures regarding timelines, completion of paperwork and annotated documents. A specific section is dedicated to the development of an Individualized Education Plan. The section includes compliance timelines and what to include in each section of the IEP. One section of the binder is review each month during a department meeting.			
Lead Person/Position		Year of Training	
Carrie Martin/Bethany Peters		2022-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	15	District	Special Education Teachers Other

Signatures & Affirmations

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

Dr. Tamara Willis
Superintendent

Date

Mr. John Dietrich
School Board President

Date