

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 286
School District Total Student Enrollment 1650
Percent of Students Receiving Special Education 17.3

Steering Committee

Name	Position/Role	Building	Email
Wesley T. Doll	Superintendent	Upper Adams SD	w.doll@upperadams.org
Joseph L. Albin	Director of Curriculum	Upper Adams SD	j.albin@upperadams.org
Anne K. Corwell	Director of Special Education	Upper Adams SD	a.corwell@upperadams.org
Jamie Kerstetter	Building Principal	Biglerville El Sch	j.kerstetter@upperadams.org
Sue Crouse	Board Member	Upper Adams SD	c.janczyk@upperadams.org
Melissa McLean	Other	Upper Adams SD	melissa.mclean@upperadams.orgg
Pam Carerra	Special Education Teacher	Biglerville HS	p.carerra@upperadams.org
Brad Showers	Special Education Teacher	Biglerville HS	b.showers@upperadams.org
Judy Pitzer	Special Education Teacher	Upper Adams SD	j.pitzer@upperadams.org
Maggie Rutkowski	Parent	Upper Adams SD	m.rutkowski@upperadams.org
Joanna Raya	Other	Upper Adams SD	j.raya@upperadams.org
Laura Glassmann	General Education Teacher	Upper Adams SD	l.glassmann@upperadams.org
Sonia Buckley	Building Principal	Upper Adams SD	s.buckley@upperadams.org
Amy Haller	Parent	Biglerville El Sch	
Kelly Kuntz	Special Education Teacher	Arendtsville El Sch	k.kuntz@upperadams.org
Shane Brewer	Building Principal	Upper Adams MS	s.brewer@upperadams.org
Beth Graham	Building Principal	Biglerville HS	b.graham@upperadams.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)

Improvement and Planning Activity

Upper Adams School District was able to work with the Lincoln Intermediate Unit and Leah Deitrich to correct the transition plan of an MDS
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student whose IEP was flagged during cyclical monitoring.
Upper Adams School District completed a training for ALL Special Education and Related Service Staff in August 4, 2020 and August 18, 2020 regarding Evaluation Reporting and IEPs.
Upper Adams School District completed a Full staff and Related Service Staff training on IEP documents on August 19th, 2021. Follow up faculty trainings were completed on Transition Planning for Secondary staff throughout the school year.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

Identify the District's method for identifying students with specific learning disabilities

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

If Upper Adams School District was a host district, the LEA would fully comply with the requirements of Chapter 14 and its obligations under Section 1306 of the Public School Code. The District would allow non-resident students into the facility housed within the district. The Director of Student Services would be responsible for providing the student with an appropriate program of special education and training. The Director of Student Services would maintain contact with the school district of residence of the student for the purpose of keeping the resident district informed of the plans for educating the student. To ensure Child Find Obligation, Upper Adams would have the responsibility to locate and service students who are placed in the facilities. The LEA would monitor the progress of the child through the counseling and academic contacts of the facility. If the student has an IEP/504 plan, the LEA would be included in meetings, and receives progress reporting. If the student has an IEP/504 plan, the LEA would be included in meetings, and receive progress reporting. If through the communication, the student has a change in need, he/she can be evaluated /reevaluated while at the facility to determine need of specially designed instruction. If it is determined that the student has a need for transportation, the LEA will provide the transportation, if needed.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school? Upper Adams School District would receive a 1306 form, which is immediately shared with the building, Child Accounting/PIM Coordinators, and Student Services. School records are sent to the facility, including grades, attendance, health records, and information to identify anyone eligible for special education services. Frequent communication is established between the residential placement, host district, parent/guardians, and the resident LEA- generally the Student Services Office. To ensure Child Find Obligation, the LEA monitors progress of the child through the counseling and academic contacts of the facility. If the student has an IEP/504 plan, the LEA is included in meetings, and receives progress reporting. When it is determined that the student is ready to transition back to the district, a meeting is conducted with Director of Student Services, the facility, the host district, if necessary, and the Administration of the school building where the student would return. The meeting would include all parties currently working with the student. A review of records would be conducted to see if changes in the student's educational programming have occurred. The student's IEP would be reviewed, and any needed updates would be conducted by the Special Education case manager. Credits would be reviewed by the Counselor. If needed, the transition plan would be reviewed if the student is of transition age to determine the student's thoughts on Post Secondary Education, work, and independent living. The home district would make sure that all supports and services, including transportation was in place. The team would then establish a timeline for the transition back, keeping in contact through meetings.

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).
Upper Adams School District (UASD) does not have an adult correctional facility within its geographical boundaries. However, if Upper Adams School District did have a student within a correctional facility, it would provide the student with FAPE, in cooperation with the Lincoln Intermediate Unit No. 12. All detainees under the age of 21, without a high school diploma are eligible. Persons under the age of 17 are subject to the compulsory education law in PA. The LIU operates the educational program in the local correctional institutions for all incarcerated students who are or may be eligible for special education services. The LEA collaborates with Lincoln Intermediate Unit procedures are established and followed in order to notify school districts when school age youth enter the facilities. The LIU provides the opportunity for those students with exceptionalities, individualized instruction based on IEP goals is developed.

Least Restrictive Environment

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

In the school year, 18-19, the LEA met the target for 80% or more inside the regular class, but just missed the target for less than 40% in the regular class. In the school year, 19-20, the baseline data for LRE was reset, therefore, no target measures were performed. However, Upper Adams was above the state in terms of students being in the regular ed environment. The district had 63.1% of their students in general ed 80% or more vs. the state at 61.5%. The supplemental % of students inside the regular class less than 40% was 7.1% compared to the state rate of 9.6%. In the school year, 20-21, the district had 65.4% of their students in general ed 80% or more vs. the state at 62.1%. The supplemental % of students inside the regular class less than 40% was 8.7% vs. 9.8% state rate. The district continues to improve in both 80% in general ed and inside regular class less than 40%, however, we do continue to monitor both areas.

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 district looks at the following universal practices when addressing the academic and social/emotional need of all of the students: Our teachers spend time to get to know their students, and understand their learning preferences and interests. Our teachers have learned to be flexible and creative in the classroom, and try out of the box approaches to teaching. They provide our students with text, audio, video, and hands on learning opportunities. Our teachers look at a variety of ways to assess students in the classroom. For example, students might choose between a paper and pencil test, or an oral presentation, or even a group project. Our teachers also try to remove barriers from their students' learning environment. For example, we understand that textbooks need to be supplemented with technology, skill building is presented as a game, and students have flexible seating and opportunities to move around the classroom.

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 LEA uses such programming and training efforts such as high impact strategies for all students. For example, information is presented in ways that adapt to the learner, such as a hands on format, technology integration, allowing for movement in the classroom. All teachers, support staff, and parents receive training in LFS strategies, ABA through PATTAN and District Personnel, Strategies for Inclusion and Differentiation, technology resources, CPI, Behavior Intervention, CPR, Special Education paperwork, Gifted Support, LRE, and Transition within our Induction and Summer Programming. Because of these trainings, our students with IEPs are integrated into the general education classes with adequate supports. Some of our biggest accomplishments are: Unified Gym, Unified Art, and Unified Music, where a peer mentor works with a student who has intellectual or social needs. We have hired teachers and classroom assistants from our previous peer mentors. Also we have established a Diversity Club which pairs regular education and special education students in various activities. Very few children are removed for 100% of the day, even our students with the most complex disabilities. They are included where possible into lunch and specials along with academics and electives. We try to use K-12+ services inside Upper Adams for Life Skills and we have been able to utilize the LIU for a continuum of services for Autistic Support Students. None of these students will need to leave the district, or drive great distances for service in these areas. In addition, we are part of a consortium with two neighboring districts in order to keep our students with Intensive Learning Support needs and those needing Emotional Support in a district classroom, rather than a center based program.

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

Upper Adams School District (UASD) employs a program and procedures to insure that our students are offered the least restrictive environment. For the students already in special education, a schedule is developed to fit the students' needs at the beginning of the year. We have held presentations on differentiating instruction. We have established three (3) Unified Arts classes (Art, Phys Ed, and Music). These Unified Arts classes have evolved into our students participating in extra curricular activities. Our students with the most severe needs are paired with a mentor student, and the two navigate the class together. Several of our mentors have encouraged our students with IEPs to be involved in after school programming. We have students who have IEPs who are part of our cross country, track, football, basketball, wrestling, and soccer teams. Our coaches are welcoming, and we have supports such as: peer mentors, specialized transportation, and agency supports. Also, our after school programming is unified, in that we have peer mentors involved with our students with disabilities. We have a strong STEM program and Diversity Clubs who host all students with supports and accommodations such as sign translators, wheelchair vans, and agency nurses.

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?

Upper Adams School District in the past three years has had a minimal amount of students for whom it has been difficult locating a program to ensure the provision of FAPE. These students have documentation of meetings and attempts at finding a program. The District has had difficulty placing an average of only one student each year for the past three years. These students have multiple disabilities and have serious physical needs that impede their ability to leave their homes. The other category of student who was difficult to place is the student with ID and Emotional Disturbance, with serious behavior issues. Upper Adams School District has had meetings with the LIU in order to ask for certain services for hard to place students. One resolving answer to the issue has been the forming of the Adams County Consortium, which has provided close to home services for students who require LSS services, Neurological services, Alternative Ed services, and ES services. In the past, Upper Adams School District has worked very closely with the Adams County CASSP team in order to assist with placement resolution. Unfortunately, due to funding, the Adams County CASSP team has been eliminated, and the coordination of agency planning has been left to district personnel and MH/IDD. Upper Adams, in conjunction with Fairfield School District have applied for on site mental health outpatient services for our students in need. Upper Adams School District does have effective arrangements with outside service providers and keeps a positive relationship with such providers. However, because Adams County has few agencies, our Principals, Deans, Guidance Counselors, and Student Services office have had much leg work to provide these arrangements. This year, we had several students participate in extra curricular and summer activities with their peers. We picked up 3 students and brought them back for football, soccer, and track and field. We have brought students back for 1/2 day activities and vo tech 1/2 day as well.

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 Adams County Consortium is expanding yearly. Currently, Upper Adams School District services Life Skills support students in grades K-12+. The other two districts in the Consortium are planning to increase their services for NS, AS, and ES services, and the three districts are seeking to include other Adams County Districts. We have recently expanded our transition programming to include work study at Gettysburg College. We have had 16 students in our Life Skills and Autistic Support programs offered jobs through Gettysburg. We have also started an apartment program hosted by a nearby church to assist with independent living skills.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Yellow Breeches Educational Center	Other	Other Private Separate facility	Yellow Breeches	Learning Support	6
Paradise Center	Licensed Private Academic	Behavior Intervention/Credit Recovery program through the Lincoln Intermediate Unit	Lincoln Intermediate Unit	Emotional Support	2
Fairfield Area School District	Other	Autistic Support Class	Fairfield Area School District	Autistic Support	1
Fairfield Area School District	Other	Intensive Learning Support Class	Fairfield Area School District	Learning Support	2
Bermudian Springs School District	Other	Emotional Support	Bermudian Springs School District	Emotional Support	5
Bermudian Springs School District	Other	Emotional Support	Lincoln Intermediate Unit	Emotional Support	1
Littlestown School District	Other	Emotional Support	Lincoln Intermediate Unit	Emotional Support	2
Littlestown School District	Other	MDS	Lincoln Intermediate Unit	Multiple Disabilities Support	1
Conewago School District	Other	MDS	Lincoln Intermediate Unit	Multiple Disabilities Support	2
South Western School District	Other	MDS	Lincoln Intermediate Unit	Multiple Disabilities Support	1

York Learning Center	Other	Center based ES	Lincoln Intermediate Unit	Life Skills Support	1
Franklin Learning Center	Other	Center based Dual Diagnosis	Franklin Learning Center	Life Skills Support	1
Gettysburg Area School District	Other	ES	Lincoln Intermediate Unit	Emotional Support	2
Gettysburg Area School District	Other	Intensive learning support	Lincoln Intermediate Unit	Learning Support	1

Positive Behavior Support

Date of Approval

2021-02-16

Uploaded Files

BoardDocs® PL.pdf

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

The district has responded to the growing emotional and social needs of students with disabilities by increasing the counseling opportunities within the district. In addition to 5 District Counselors, the District utilizes School Based Counseling services through Tru North through K-12 SAP referrals, Substance Abuse and Mental Health Counselors, as well as Counselors contracting through grant funded private organizations.

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.

Upper Adams School District's behavior Support policy does include all of the required components as stated in the PDE guidelines. This policy was updated February, 2021. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including deescalation techniques. District personnel do receive adequate training regarding the behavior management policy and strategies embedded within the policy for the use of the staff. Some examples of research based training includes: CPI training through the Adams County Consortium and LIU, SWEBS training, FBA/PBSP training through Stock and Leader and the Adams County Consortium, as well as VB and ABA training offered through PaTTAN, PDE, and the LIU. Further information regarding behavior support is disseminated through faculty meetings, teacher handbooks, student handbooks, student agendas, and written policies. The district does access professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN. The behavior management policy is accessible through student handbooks, teacher handbooks, the district website, and faculty meetings. Each of the five buildings located within the district are a part of the comprehensive behavior management system.

3. Describe the district positive school wide support programs.

Each building in the District employs a School Wide Behavior Support Program. We utilize group counseling and proactive circles. We utilize outside agency assistance for incentive programs such as Yellow Breeches Trails program where students earn incentives. One of the goals for the District Comprehensive plans is for all of our buildings to align their behavioral expectations and strategies even more than they are currently. Our students are taught Positive Behavior Strategies, and know and understand what the expectations are. We are working on common language and more explicit instruction on expectations. Students behavior intervention strategies are tiered into universal strategies for all students, Targeted prevention such as PBSPs, coping strategies, and improving skills for some students, and Intensive prevention for a few of our students.

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

The district employs three Assistant Principals and one Dean of Students to specifically work with students struggling with behavior concerns. The guidance counselors in each building and the certified school psychologist will also incorporate struggling students in social skill groups and positive behavioral support as the need arises in each building. MTSS/INTERVENTION teams also work at the elementary level to incorporate behavior strategies across the students' entire academic day. Both Elementary and Secondary level incorporates the use of SAP to help at-risk students. There are agency personnel working at the district through Tru North and Laurel Life to work with at-risk students, as well as School Based Mental Health and Substance abuse services through Tru North and through Grant funded Private Agencies.

5. Describe the district restraint procedure.

Regular training is provided for staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. Our Policy includes a description of personnel training on use of positive behavioral support, de-escalation techniques, and emergency responses. Staff are given annual training by the Lincoln Intermediate Unit, Folium, and our neighboring district on CPI strategies. The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversion techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including deescalation techniques, and only when included in a student's positive behavior support plan, and all antecedents, and preventative measures have been utilized first. . On the rare occasion that a restraint occurs, the district (or outside agency) will follow the procedures for restraints. The district has personnel as does our outside partners, who are certified in safe physical management techniques. If a restraint would happen, only trained individuals would be doing the restraint, and always at least 2 persons in the room. The restraint would be part of a student's IEP and PBSP. Parents will be notified within 1 day of restraint unless other procedures are in place in the IEP. All restraints are reported following the guidelines of the RISC System in Leaderservices. All data fields are completed, including the Antecedent Behavior, Behavior of Concern, and De-escalation techniques. Either a waiver is signed by parent or an IEP team meeting is convened within 10 days of the restraint. Any FBA/PBSP will be updated as needed. Our district reports quarterly in the RISC system either a restraint or that no restraints were conducted.

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.

Since 2017, the district has only had one student listed as Instruction Conducted in the Home. In 2019, the district set up a plan for this student to integrate back into the district. Therefore, at this time, there are zero students receiving Instruction Conducted in the Home. Should this occur, the district maintains that all students who are hard to place or who would need Instruction Conducted in the home, would remain entitled to a free and appropriate public education equal to his or her non-disabled peer unless this would interfere with the child's health or welfare in anyway. Should the Local Educational Agency, including parent, determine that a child needs Intensive Interagency Coordination, the district would contact the Lincoln Intermediate Unit's Interagency Coordinator. Until an appropriate placement can be can be agreed upon, the student would remain in his/her current setting unless the parent and district are in agreement that Instruction Conducted in the Home is an appropriate placement on a temporary basis. The team decision would require a NOREP documenting the approvals. The district would consider technological options to connect students to the classroom instruction and peers. The placement would be reported through the Leader Services @ Home Reporting System.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS (9-12+)	Secondary	Full-time (1.0)	05/23/2022 12:10 PM

Building Name		
Biglerville 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
Intermediate Unit	Secondary	14 to 15
Age Range Justification		FTE %
		0.17

Building Name		
Biglerville HS		
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
Intermediate Unit	Secondary	16 to 19
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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AS(7-9)	Secondary	Full-time (1.0)	01/06/2022 11:59 AM
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Building Name		
Upper Adams MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %
		0.38

Building Name		
Upper Adams 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
Intermediate Unit	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS(4-6)	Elementary	Full-time (1.0)	04/27/2022 04:11 PM

Building Name		
Arendtsville El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SP (4-12)	Multiple	Full-time (1.0)	05/23/2022 12:22 PM

Building Name		
Upper Adams Intrmdt Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11

Age Range Justification	FTE %
The age range in this classroom may exceed state guidelines, however the IEP team has met and determined that student goals and benchmarks can still be met in this setting.	0.28

Building Name		
Upper Adams MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.11

Building Name		
Biglerville HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
The age range in this classroom may exceed state guidelines, however the IEP team has met and determined that student goals and benchmarks can still be met in this setting.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BI (1-6)	Elementary	Full-time (1.0)	05/23/2022 12:22 PM

Building Name		
Upper Adams Intrmdt Sch		
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	Elementary	6 to 12
Age Range Justification		FTE %
The age range in this classroom may exceed state guidelines, however the IEP team has met and determined that student goals and benchmarks can still be met in this setting.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SP(K-4)	Elementary	Full-time (1.0)	05/23/2022 12:21 PM

Building Name		
Biglerville El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case

Itinerant (20% or Less)		Load
		58
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
The age range in this classroom may exceed state guidelines, however the IEP team has met and determined that student goals and benchmarks can still be met in this setting.		0.89

Building Name		
Upper Adams Intrmdt Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 14
Age Range Justification		FTE %
The age range in this classroom may exceed state guidelines, however the IEP team has met and determined that student goals and benchmarks can still be met in this setting.		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS(12)	Secondary	Full-time (1.0)	12/29/2021 08:13 PM

Building Name
Biglerville HS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS(11)	Secondary	Full-time (1.0)	12/29/2021 08:13 PM

Building Name		
Biglerville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS(10)	Secondary	Full-time (1.0)	05/23/2022 12:12 PM

Building Name		
Biglerville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.36

Building Name		
Biglerville HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS(9)	Secondary	Full-time (1.0)	12/29/2021 08:14 PM

Building Name

Biglerville HS		
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	15 to 16
Age Range Justification		FTE %
		0.32

Building Name		
Biglerville HS		
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	15 to 16
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS(8)	Secondary	Full-time (1.0)	12/29/2021 08:14 PM

Building Name		
Upper Adams MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Upper Adams MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS(7)	Secondary	Full-time (1.0)	12/29/2021 08:14 PM

Building Name		
Upper Adams 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	12 to 13
Age Range Justification		FTE %
		0.45

Building Name		
Upper Adams MS		
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	Secondary	12 to 13
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS(5-6)	Elementary	Full-time (1.0)	05/23/2022 12:24 PM

Building Name		
Upper Adams Intrmdt Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.8

Building Name		
Upper Adams Intrmdt Sch		
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	Elementary	11 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS (4-5)	Elementary	Full-time (1.0)	05/23/2022 12:24 PM

Building Name		
Upper Adams Intrmdt Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range

School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.75

Building Name		
Upper Adams Intrmdt Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS(12+)	Secondary	Full-time (1.0)	12/29/2021 08:15 PM

Building Name		
Biglerville 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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 22
Age Range Justification		FTE %

	0.45
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS (10-11)	Secondary	Full-time (1.0)	12/29/2021 08:20 PM

Building Name	
Biglerville 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%)	9
Identify Classroom	Classroom Location
School District	Secondary
	Age Range
	15 to 16
Age Range Justification	FTE %
	0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS (7-9)	Secondary	Full-time (1.0)	12/29/2021 08:20 PM

Building Name	
Upper Adams 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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSS(4-6)	Elementary	Full-time (1.0)	05/23/2022 12:24 PM

Building Name		
Upper Adams Intrmdt 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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
The age range in this classroom may exceed state guidelines by 1 year, however, the IEP teams have determined that student goals can be best met in this setting.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSK-3)	Elementary	Full-time (1.0)	12/29/2021 08:16 PM

Building Name		
Biglerville 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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS (3)	Elementary	Full-time (1.0)	12/29/2021 08:11 PM

Building Name		
Biglerville 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 10
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LS (K-2)	Elementary	Full-time (1.0)	04/27/2022 04:14 PM
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Building Name		
Biglerville 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	6 to 8
Age Range Justification		FTE %
		0.35

Building Name		
Biglerville El Sch		
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	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

Special Education Facilities

Building Name		Room #
Biglerville El Sch		32
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
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 #
Biglerville El Sch		33
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
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 #
Biglerville El Sch		38
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
Uploaded Files		

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	

Building Name		Room #
Biglerville El Sch		109
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, 0 inches x 18 feet, 0 inches	450sqft	16
Implementation Date		
2022-05-23		
Uploaded Files		

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	

Building Name		Room #
Arendtsville El Sch		122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-23		
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 #
Arendtsville El Sch		123
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-23		
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 #
Arendtsville El Sch	155

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-05-23		
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 #
Arendtsville El Sch		154
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-05-23		
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 #
Arendtsville El Sch		156
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-05-23		
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 #
Arendtsville El Sch		143
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-23		
Uploaded Files		

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	

Building Name		Room #
Upper Adams MS		418
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

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	

Building Name		Room #
Upper Adams MS		403
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2022-05-23		
Uploaded Files		

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	

Building Name		Room #
Upper Adams MS		501
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 28 feet, 0 inches	896sqft	32

Implementation Date
2022-05-23
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 #
Biglerville HS		212
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, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-05-23		
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	
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Building Name		Room #
Biglerville HS		213
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, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-05-23		
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 #
Biglerville HS		109
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, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-05-23		

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 #
Biglerville HS		309
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, 0 inches x 26 feet, 0 inches	780sqft	27
Implementation Date		
2022-05-23		
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	

Special Education Support Services

18Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Occupational Therapist	.67	District Wide	District
Physical Therapist	.05	District Wide	Contractor
Transition Coordinator	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	3	Secondary	District
Paraprofessionals	1	District Wide	District
Paraprofessionals	5	Elementary	District
Paraprofessionals	4	Secondary	District
Paraprofessionals	8.5	Secondary	Contractor
Paraprofessionals	5.5	Elementary	Contractor
Guidance Counselor	.4	Elementary	Contractor
Guidance Counselor	3	Secondary	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	.2	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Verbal/Behavioral ABA			
Lead Person/Position		Year of Training	
Director of Student Services		2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	PaTTAN	Paraprofessionals Special Education Teachers

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		District Intermediate Unit PaTTAN Other	

Positive Behavior Support

Description of Training			
Positive Behavioral Support/ Strategies and Plans			
Lead Person/Position		Year of Training	
Director of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Building Administrators General Education Teachers

			Paraprofessionals Special Education Teachers
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Paraprofessional

Description of Training			
Varied trainings available			
Lead Person/Position		Year of Training	
Director of Student Services		2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	20	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Transition

Description of Training			
Transitioning of Special Education Students and documentation			
Lead Person/Position		Year of Training	
Director of Student Services		2021, 2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Special Education Teachers

Description of Training			
Varied Transition trainings- Services offered			
Lead Person/Position		Year of Training	
Director of Student Services		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
2-3	3	District Intermediate Unit PaTTAN	Parents

Science of Literacy

Description of Training			
Wilson Reading			
Lead Person/Position		Year of Training	
Director of Student Services		2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	Intermediate Unit Other	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Transition Organizations			
Lead Person/Position		Year of Training	
Director of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience

2	2	District Intermediate Unit	Parents
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IEP Development

Description of Training			
Tips and Tricks for IEP management system- Power School Special Programs			
Lead Person/Position		Year of Training	
Director of Student Services		2021., 2022	
Hours Per Training	Number of Sessions	Provider	Audience
5	2	District	Special Education Teachers

Signatures & Affirmations

Approval Date
2022-05-18

Uploaded Files
Board Affirmation Special Education Plan.pdf

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

Superintendent/Chief Executive Officer

Wesley T. Doll

Date

2022-05-18

