# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 122
School District Total Student Enrollment 680
Percent of Students Receiving Special Education 17.9

## Steering Committee

| Name | Position/Role | Building | Email |
|---|---|---|---|
| Suzanne Elbin | Director of Special Education | Southern Fulton SD | selbin@sfsd.k12.pa.us |
| Meredith Hendershot | Superintendent | Southern Fulton SD | mhendershot@sfsd.k12.pa.us |
| Jeremy Hollinshead | Building Principal | Southern Fulton JSHS | jhollinshead@sfsd.k12.pa.us |
| Kathy Cutchall | Building Principal | Southern Fulton El Sch | kcutchall@sfsd.k12.pa.us |
| Meagan Mellott | General Education Teacher | Southern Fulton El Sch | mmellott@sfsd.k12.pa.us |
| Heather Gordon | General Education Teacher | Southern Fulton JSHS | hgordon@sfsd.k12.pa.us |
| Ellen Glunt | Special Education Teacher | Southern Fulton El Sch | eglunt@sfsd.k12.pa.us |
| Kaitlin Daniels | Special Education Teacher | Southern Fulton El Sch | kdaniels@sfsd.k12.pa.us |
| Amanda Keiper | Special Education Teacher | Southern Fulton JSHS | akeiper@sfsd.k12.pa.us |
| Jamie Bivens | Parent | Southern Fulton SD | bivens@frontiernet.net |

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

## Graduation (Indicator 1)

Indicator not flagged at this time.

## Drop Out (Indicator 2)

Indicator not flagged at this time.

## Assessment (Indicator 3)

Indicator not flagged at this time.

## Education Environments (Indicator 5)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

## School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

| Building Name | AUN | Branch Number | RTI | Approved RTI Use |
|---|---|---|---|---|

## 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 a facility would locate within the District, the LEA will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between the District and 1306 facilities to ensure child find and provisions of FAPE for students with disabilities.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   Southern Fulton School District maintains a clear path of communication with 1306 facilities in order to ensure the needs of students are being met. The Director of Special Education and the School Counselors are in constant communication with facilities to share information. The communication between the district, and parents of students ensures that there is ample communication regarding permissions and other pertinent information. The district, the 1306 facility, and the parent will collaborate to ensure Child Find and provision of FAPE for all students. Communication between entities is essential to ensure a smooth transition back to school. All necessary supports would be put into place prior to the transition. In addition, Child and Adolescent System Services Programs (CASSP) becomes involved to help coordinate services and guarantee that the student's needs are being met.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
   No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

## Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.
   Southern Fulton strives towards increasing the number of special education students educated in the regular education environment. The district is committed to integrating students with disabilities into regular education environments. Inclusive settings are considered first when determining the least restrictive environment. All elementary and secondary buildings promote inclusive practices and settings to students with IEPs. During the 2019-2020 school year Southern Fulton provided special education services to 60.0% of our special education students in regular education settings more than 80% of the day. During the 2020-21 school year 65% of all Southern Fulton School District students with disabilities were included in the regular education setting 80% or more of the day. For the 2021-22 school year 78.69% of all Southern Fulton School District students with disabilities were included in the regular education setting 80% or more of the day. There was a 30% increase between the two years due to the implementation of Inclusive practices at the district level and more co-teaching.
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?
   Southern Fulton School DIstrict strives to ensure meaningful educational benefit for all students in the district; whether they have a disability or not. Students with disabilities will be identified for behavioral or academic services utilizing a Multi Tiered System of Supports K-12 (MTSS), SAP, and the PAYS survey. Intervention is based on student data including universal screening data in reading & math, behavioral survey collection, and PSSA scores. Students will receive research-based reading, math, or behavioral interventions based on student need. Students will be monitored bi weekly or weekly for 10-12 weeks to assess if behavioral intervention is helping students make necessary gains. If gains are being made a student may remain in intervention or exit out or if they are not, a new behavioral intervention may be put in place. Data will be collected via data meetings, child study meetings, and advisory periods. The IEP team, with consideration of appropriate supplementary aids and services, remains the vehicle that guides team members in developing least restrictive educational placements for all children with disabilities. It is only after considering the full continuum of special education programs and services, along with documentation and progress monitoring data, that a more restrictive educational placement is determined appropriate by the IEP team (i.e. special classes, special schools, home instruction, and instruction in hospitals and institutions). Discussions take place throughout the IEP meeting, while analyzing the data before decisions are made for a more restrictive environment. Student(s) are not removed to a more restrictive placement based solely on the needed modifications to the curriculum or because of the type of disability, only when the student is unable to make meaningful adequate progress.
3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.
   Southern Fulton utilizes the following training and programming strategies in order to ensure that students are making meaningful progress in the general education curriculum: Multi-tiered system of support (MTSS), intervention training in math, reading, and behavior, co-teaching training, co-planning, co-teaching, differentiated instruction, behavior specialists, and a continuum of special education services. Southern Fulton encourages professional growth and provides opportunities to the total Southern Fulton staff. This encourages consistency across students and educators, as well as the entire district. Through a variety of professional development sessions, the goal is to provide all faculty members and support staff with opportunities to enhance their knowledge, skills, attitudes, and beliefs in order to foster a learning community that positively impacts student learning. In addition to opportunities for staff on planned in-service and Act 80 days, there is a minimum of 20 hours of required professional development for paraprofessional staff. Specialized training is provided throughout the school year for all staff by the LEA to ensure that all students within the general education curriculum are able to participate and make adequate progress. The IU assists in training staff throughout the year.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
   Southern Fulton takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities (nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
   To the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and removal from the regular education environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aids and services; or is unable to make meaningful progress in the goals included in the student's IEP. A child with a disability is not removed from education in age appropriate classrooms solely because of the needed modifications in the general educaiton curriculum or because of the nature or severity of the student's disability. For students in alternative settings, Southern Fulton representatives maintain open communication and regularly attend IEP meetings, and monitor progress to determine if or when a student is ready to return to a less restrictive placement. The district ensures that students are included in extracurricular activities to the maximum extent possible.
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)
   Southern Fulton School District works collaboratively with Intermediate Unit #11 for the provision of programs/services to students for which there is a low incidence, such as blind/visually impaired, deaf/hard of hearing, deaf-blindness, complex health issues, autism, and severe cognitive impairments. This provides students with evidence-based instruction and interventions within appropriate educational settings with peers. Placement decisions are made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and are made in conformity with the LRE provisions. For students with disabilities presenting with significant needs, the provision of services in the school with qualified personnel and the determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at appropriate instructional levels, is carefully considered with emphasis on strengths including academic and functional skills, without limiting opportunities for the student to move to a less restrictive setting. Eligibility criteria, placement options, intervention strategies, supplemental aids/services, related services, and resources are among the various factors that may be considered. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled. In selecting the LRE, consideration is given to any potential harmful effect on the child and on the quality of services that he or she needs.

## Out of District Placements

## Positive Behavior Support

Date of Approval
2020-11-17

Uploaded Files
Southern Fulton Behavior Support Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   Southern Fulton School District is aligned with all provisions of the IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Southern Fulton provides services from outside agencies, our school counselors, and social emotional support teachers to support the emotional, social needs of our 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.
   Training in Safety Care has been provided to all special education staff, as well as to all administrators, in the district. Training in Safety Care is carried out annually to ensure that all necessary staff are re-certified and to certify the new special education staff. Physical intervention is used only when all other options in the student's positive behavior intervention plan have been exhausted and when the student is a danger to self or others.
3. Describe the district positive school wide support programs.
   Southern Fulton School District has implemented Positive Behavioral Interventions and Supports (PBIS). Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. The use of Safety Care is for the intent of applying evidence-based, trauma-informed care-compatible reinforcement & de-escalation techniques. The techniques help the team to understand how and why behaviors occur, respond appropriately and safely to dangerous behaviors. This program helps to effectively support individuals who have experienced psychological or sexual trauma, prevent or reduce the use of restraint, and intervention after a crisis to reduce the chance for recurrence. All restraints will be reported to the state through the RISC system. Following all restraints an IEP is held to discuss the restraint and to plan accordingly. When a restraint has been carried out the IU consultant who carries out the instruction for Safety Care is notified and a follow-up meeting is held with the staff who were involved with the restraint. Safety Care training is held annually to maintain certification as well as to provide training to new employees.
4. Describe the district school-based behavior health services.
   Southern Fulton contracts with TIU #11 in order to provide school-based behavioral health services to students who need support. The referral forms can be requested from any administrator or school counselor in the district. Parents, the student, teachers, and administration may make a referral. Once the form has been filled out it is forwarded to the agency who will then set up an intake with the parent of the child. All counseling sessions are considered to

be confidential. Outside agencies also come into Southern Fulton Elementary School and Southern Fulton Junior Senior High School to support the needs of students. The school counselors and emotional support teachers provide additional services to students as needed.

5. Describe the district restraint procedure.

   The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. The response team, trained in de-escalation and restraint techniques, will respond to situations when the need arises. The Southern Fulton School District restraint policy is as follows: Physical Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. [1]The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. [1]The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if: [1] The restraint is used with specific component elements of a Positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring the student or others, or promote normative body positioning and physical functioning. Refer to policy and it is followed.

## 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.

Southern Fulton School District assists all students in achieving their full potential, regardless of their placement. Interagency coordination can be a challenge due to the limited supports and staff available. An additional area of concern the challenge of paperwork completion by agencies and parent to initiate appropriate educational program placements. Southern Fulton School District is committed to providing a free and appropriate public education (FAPE) and will continue to expand its continuum of services as necessary in order to ensure that students make meaningful educational progress. Careful consideration is given to the individual needs of all students and the district provides a continuum of services for learning support, emotional support, autistic support, life skills, and speech and language programs.

## Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 8 Hearing | Elementary | Part-time (0.5) | 06/17/2022 09:28 AM |

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| Building Name | | |
|---|---|---|
| Southern Fulton El Sch | | |
| **Support Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Support Sub-Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 7 to 8 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.04 |

| Building Name | | |
|---|---|---|
| Southern Fulton JSHS | | |
| **Support Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Support Sub-Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 13 to 17 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.04 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 7 ES Learning Support (MA) | Elementary | Full-time (1.0) | 06/16/2022 10:54 AM |

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| **Building Name** | | |
|---|---|---|
| Southern Fulton El Sch | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 6 to 7 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.1 |

| **Building Name** | | |
|---|---|---|
| Southern Fulton El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 7 to 7 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.1 |

| **Building Name** |
|---|
| Southern Fulton El Sch |
| **Support Type** |
| Learning Support |

| Support Sub-Type | | |
|---|---|---|
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 17 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 6 to 11 |
| **Age Range Justification** | | **FTE %** |
| Age range exception determined appropriate by the IEP team and justified in the IEP. | | 0.34 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 6 ES Learning Support (EG) | Elementary | Full-time (1.0) | 06/16/2022 10:45 AM |

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| Building Name | | |
|---|---|---|
| Southern Fulton El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 12 to 12 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.05 |

| Building Name |
|---|
| Southern Fulton El Sch |
| **Support Type** |
| Emotional Support |
| **Support Sub-Type** |
| Emotional Support |

| **Level of Support** | | **Case Load** |
|---|---|---|
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 11 to 11 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.02 |

| **Building Name** | | |
|---|---|---|
| Southern Fulton El Sch | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 12 to 12 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.05 |

| **Building Name** | | |
|---|---|---|
| Southern Fulton El Sch | | |
| **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 | Elementary | 10 to 12 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.3 |

| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 5 ES Life Skills | Elementary | Full-time (1.0) | 06/16/2022 10:33 AM |

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| **Building Name** | | |
|---|---|---|
| Southern Fulton El Sch | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades K-6) | | |
| **Level of Support** | | **Case Load** |
| Full-Time (80% or More) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 6 to 6 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.08 |

| **Building Name** | | |
|---|---|---|
| Southern Fulton 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%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 6 to 11 |
| **Age Range Justification** | | **FTE %** |
| Age range exception determined appropriate by the IEP team and justified in the IEP. | | 0.3 |

| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
|---|---|---|---|
| 4 HS Life Skills | Secondary | Full-time (1.0) | 06/16/2022 10:20 AM |

| **Building Name** | | |
|---|---|---|
| Southern Fulton JSHS | | |
| **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%) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 18 to 12 |
| **Age Range Justification** | | **FTE %** |
| Age range exception determined appropriate by the IEP team and justified in the IEP. | | 0.45 |

| **Building Name** | | |
|---|---|---|
| Southern Fulton JSHS | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades 7-12) | | |
| **Level of Support** | | **Case Load** |
| Full-Time (80% or More) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 13 to 16 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.2 |

| **Building Name** |
|---|
| Southern Fulton JSHS |
| **Support Type** |
| Learning Support |
| **Support Sub-Type** |

| Learning Support | | |
|---|---|---|
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 14 to 18 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.06 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 3 Speech | Multiple | Full-time (1.0) | 06/17/2022 09:13 AM |

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| **Building Name** | | |
|---|---|---|
| Southern Fulton El Sch | | |
| **Support Type** | | |
| Speech And Language Support | | |
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 51 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 14 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.78 |

| **Building Name** | | |
|---|---|---|
| Southern Fulton JSHS | | |
| **Support Type** | | |
| Speech And Language Support | | |
| **Support Sub-Type** | | |
| Speech And Language Support | | |
| **Level of Support** | | **Case Load** |

| Itinerant (20% or Less) | | |
|---|---|---|
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 13 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.06 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 2 Vision | Multiple | Full-time (1.0) | 06/17/2022 09:24 AM |

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| **Building Name** | | |
|---|---|---|
| Southern Fulton JSHS | | |
| **Support Type** | | |
| Blind And Visually Impaired Support | | |
| **Support Sub-Type** | | |
| Blind And Visually Impaired Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| Intermediate Unit | Multiple | 17 to 17 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 1 HS Learning Support | Secondary | Full-time (1.0) | 06/16/2022 10:25 AM |

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| **Building Name** |
|---|
| Southern Fulton JSHS |

| **Support Type** | | |
|---|---|---|
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 27 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 18 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.54 |

| **Building Name** | | |
|---|---|---|
| Southern Fulton JSHS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 14 to 18 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements. | | 0.06 |

## Special Education Facilities

| **Building Name** | | **Room #** |
|---|---|---|
| Southern Fulton El Sch | | 108 |
| **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 27 feet, 0 inches | 810sqft | 28 |
| **Implementation Date** | | |
| 2022-06-16 | | |
| **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 #** |
|---|---|---|
| Southern Fulton JSHS | | A202 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 21 feet, 0 inches x 29 feet, 0 inches | 609sqft | 21 |
| **Implementation Date** | | |
| 2022-06-15 | | |
| **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 #** |
|---|---|---|
| Southern Fulton JSHS | | A126 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 16 feet, 0 inches x 40 feet, 0 inches | 640sqft | 22 |
| **Implementation Date** | | |
| 2022-06-15 | | |
| **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 #** |
|---|---|---|
| Southern Fulton JSHS | | A118 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 22 feet, 0 inches x 29 feet, 0 inches | 638sqft | 22 |
| **Implementation Date** | | |
| 2022-06-15 | | |
| **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 #** |
|---|---|---|
| Southern Fulton 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** |
| 21 feet, 0 inches x 13 feet, 0 inches | 273sqft | 9 |
| **Implementation Date** | | |
| 2022-06-16 | | |
| **Uploaded Files** | | |

| |
|---|
| |

5Assurance Check

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

| **Building Name** | | **Room #** |
|---|---|---|
| Southern Fulton El Sch | | 145 |
| **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, 0 inches x 30 feet, 0 inches | 990sqft | 35 |
| **Implementation Date** | | |
| 2022-06-16 | | |
| **Uploaded Files** | | |
| | | |

6Assurance Check

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

| **Building Name** | | **Room #** |
|---|---|---|
| Southern Fulton El Sch | | 212 |
| **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, 0 inches x 26 feet, 0 inches | 832sqft | 29 |
| **Implementation Date** | | |
| 2022-06-16 | | |
| **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 #** |
|---|---|---|
| Southern Fulton JSHS | | B103 |
| **School Building** | | **Building Description** |
| JR/SR High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 19 feet, 0 inches x 12 feet, 0 inches | 228sqft | 8 |
| **Implementation Date** | | |
| 2022-06-17 | | |
| **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 | |

# Special Education Support Services

9Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|---|---|---|---|
| Director of Special Education | 1 | District Wide | District |
| Occupational Therapist | .75 | District Wide | Contractor |
| School Psychologist | 1, part time | District Wide | Contractor |
| Guidance Counselor | 1 | Elementary | District |
| Guidance Counselor | 1 | Secondary | District |
| Social Worker | .05 | District Wide | Contractor |
| Paraprofessionals | 4 | Secondary | District |
| Paraprofessionals | 10 | Elementary | District |
| Physical Therapist | .05 | District Wide | Contractor |
| Paraprofessionals | .5 | District Wide | District |

## Special Education Personnel Development

### Autism

| **Description of Training** | | | |
|---|---|---|---|
| Professional development sessions will provide training and guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior. Research- based practices and protocols established within the PaTTAN Autism Initiative ABA Supports will be taught. The focus will be on skills related to teaching students with autism and related developmental disorders. Training will involve participants demonstrating skills related to identifying the verbal operants and other ABA concepts, developing card sort systems for teaching, demonstrating procedures for intensive teaching (discrete trial instruction) and basic data collection skills. Establishing instructional control and reducing problem behavior will also be discussed. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-23, 2023-24, 2024-25 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | District<br>PaTTAN<br>Other | Building Administrators<br>Paraprofessionals<br>Special Education Teachers |

### Positive Behavior Support

| **Description of Training** | | | |
|---|---|---|---|
| Safety-Care Crisis Prevention Training-provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care delivers the tools you need to be safe when working with behaviorally challenging individuals using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments, as well as individuals who have experienced psychological or sexual trauma. Safety-Care promotes a reinforcement-based approach to developing new skills, maintaining safety, and reducing or eliminating restrictive interventions such as restraint. Participants will practice, participate in situational applications, and take part in drills. There will be initial certification trainings held at TIU #11 throughout the school year for new staff. The new training is 12-16 hours. The re-certification training will be held at SFSD and/or at the IU. It is 6-8 hour training and will be held throughout the school year. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Direction of Special Education/TIU 11 | | 2022-23, 2023-24, 2024-25 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 6 | 6 | Intermediate Unit | Building Administrators<br>General Education Teachers<br>Paraprofessionals |

| | | | |
|---|---|---|---|
| | | | Special Education Teachers |

| **Description of Training** | | | |
|---|---|---|---|
| Positive Behavioral Interventions and Supports Implementation | | | |
| **Lead Person/Position** | | **Year of Training** | |
| PBIS team | | 2022-23 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2 | 3 | District<br>Intermediate Unit | Building Administrators<br>Central Office Administrators<br>General Education Teachers<br>Parents<br>Paraprofessionals<br>Special Education Teachers<br>Other |

## Paraprofessional

| **Description of Training** | | | |
|---|---|---|---|
| Professional Online Training-Twenty hours of training are provided for each year of the Special Education Plan | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Instructor | | 2022-23, 2023-24, 2024-25 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 60 | District<br>Intermediate Unit<br>PaTTAN<br>Other | Paraprofessionals |

## Transition

| **Description of Training** | | | |
|---|---|---|---|
| Office of Vocational Rehabilitation and Planning for the Future | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education/OVR Representative | | 2022-23, 2023-24, 2024-25 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2 | 1 | District<br>Other | Paraprofessionals<br>Special Education Teachers |

| **Description of Training** | | | |
|---|---|---|---|
| Transition Padlet and Opportunities | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education/TIU Representative | | 2022-23, 2023-24, 2024-25 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 6 | Intermediate Unit | Building Administrators<br>Parents<br>Special Education Teachers |

## Science of Literacy

| **Description of Training** | | | |
|---|---|---|---|
| Sonday Multi-Sensory Reading Program | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-23 and 2023-24 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2 | 2 | District<br>Other | Paraprofessionals<br>Special Education Teachers |

| Description of Training | | | |
|---|---|---|---|
| PSSA Language Art Scores and benchmark scores will serve as indicators of student growth. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Principals, Director of Special Education | | 2022-23, 2023-24, 2024-25 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 2 | District | Building Administrators<br>General Education Teachers<br>Special Education Teachers |

## Parent Training

| Description of Training | | | |
|---|---|---|---|
| Help for Parents with Children Learning at Home, Strategies for Challenging Behavior, Supporting Inclusive Education--provided through online modules via ARC of PA | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2022-23, 2023-24, 2024-25 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 3 | Other | Parents |

| Description of Training | | | |
|---|---|---|---|
| Increase the understanding of Student Disability Resources and prepare for the college experience (A webinar through Penn State University). | | | |
| **Lead Person/Position** | | **Year of Training** | |
| PSU/Presenter | | 2022-23 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | Other | Parents |

## IEP Development

| Description of Training | | | |
|---|---|---|---|
| Review of the Individualized Education Process - Paperwork, Timelines, and Specially Designed Instruction | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education/IU | | 2022-23 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District<br>Intermediate Unit | Special Education Teachers |

| Description of Training | | | |
|---|---|---|---|
| Implementation of Specially Designed Instruction in the Regular Classroom | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Director of Special Education | | 2023-24 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Building Administrators<br>Central Office Administrators<br>General Education Teachers<br>Paraprofessionals<br>Special Education Teachers<br>Other |

| Description of Training | | | |
|---|---|---|---|
| The Essentials of IEP Writing-Refresher for established special education teachers, new information for novice special education teachers | | | |
| **Lead Person/Position** | | **Year of Training** | |
| PaTTAN webinar | | 2022-23, 2023-24, 2024-25 | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 15 | 1 | PaTTAN | Special Education Teachers |

## Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date