

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Upper Adams SD		112018523
<b>Address 1</b>		
161 North Main Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Biglerville	PA	17307
<b>Director of Special Education Name</b>		
Dr. Anne K. Corwell		
<b>Director of Special Education Email</b>		
a.corwell@upperadams.org		
<b>Director of Special Education Phone Number</b>	<b>Director of Special Education Ext</b>	
717 677-7191	2720	
<b>Chief Administrator Name</b>		
Dr Wesley T Doll		
<b>Chief Administrator Email</b>		
w.doll@upperadams.org		

## 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)

<b>Improvement and Planning Activity</b>
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Upper Adams School District was able to work with the Lincoln Intermediate Unit and Leah Deitrich to correct the transition plan of an MDS student
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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	Licensed Private Academic	Other Private Separate facility	Yellow Breeches	Emotional 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	1

				Support	
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)	08/22/2022 11:30 AM

<b>Building Name</b>		
Biglerville HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>Building Name</b>		
Biglerville HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		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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<b>Building Name</b>		
Upper Adams MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Upper Adams MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

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



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

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

<b>Age Range Justification</b>	<b>FTE %</b>
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

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

<b>Building Name</b>		
Biglerville HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
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

<b>Building Name</b>		
Upper Adams Intrmdt Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
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

<b>Building Name</b>		
Biglerville El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case</b>

		<b>Load</b>
Itinerant (20% or Less)		58
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
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

<b>Building Name</b>		
Upper Adams Intrmdt Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
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

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

<b>Building Name</b>
Biglerville HS
<b>Support Type</b>

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

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

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

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

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

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

<b>Building Name</b>
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Biglerville HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Biglerville HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

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

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<b>Building Name</b>		
Upper Adams MS		
<b>Support Type</b>		

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

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

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

<b>Building Name</b>		
Upper Adams MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		



Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>Building Name</b>		
Upper Adams MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

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

<b>Building Name</b>		
Upper Adams Intrmdt Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

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

<b>Building Name</b>		
Upper Adams Intrmdt Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

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

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

School District	Elementary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

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

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

<b>Building Name</b>		
Biglerville HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 22
<b>Age Range Justification</b>		<b>FTE %</b>

	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

<b>Building Name</b>	
Biglerville HS	
<b>Support Type</b>	
Life Skills Support	
<b>Support Sub-Type</b>	
Life Skills Support (Grades 7-12)	
<b>Level of Support</b>	<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)	9
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
<b>Age Range</b>	<b>Age Range</b>
	15 to 16
<b>Age Range Justification</b>	<b>FTE %</b>
	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

<b>Building Name</b>	
Upper Adams MS	
<b>Support Type</b>	
Life Skills Support	
<b>Support Sub-Type</b>	
Life Skills Support (Grades 7-12)	
<b>Level of Support</b>	<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

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

<b>Building Name</b>		
Upper Adams Intrmdt Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
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

<b>Building Name</b>		
Biglerville El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		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

<b>Building Name</b>		
Biglerville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		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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<b>Building Name</b>		
Biglerville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Biglerville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1





## Special Education Facilities

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

### 1Assurance Check

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

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

2Assurance Check

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

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

3Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Biglerville El Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 18 feet, 0 inches	450sqft	16
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

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

5 Assurance Check

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

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

6 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Arendtsville El Sch	155

<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

7Assurance Check

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

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

8Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

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

9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Arendtsville El Sch		143
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated

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

10 Assurance Check

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

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

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

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

12Assurance Check

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

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



<b>Implementation Date</b>
2022-05-23
<b>Uploaded Files</b>

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	

<b>Building Name</b>		<b>Room #</b>
Biglerville HS		212
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

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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<b>Building Name</b>		<b>Room #</b>
Biglerville HS		213
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

15Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Biglerville HS		109
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2022-05-23		

<b>Uploaded Files</b>

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	

<b>Building Name</b>		<b>Room #</b>
Biglerville HS		309
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2022-05-23		
<b>Uploaded Files</b>		

17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Biglerville HS		302
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 26 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2022-08-22		
<b>Uploaded Files</b>		

[18Assurance Check](#)

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

## Special Education Support Services

### 19Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of 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

<b>Description of Training</b>			
Verbal/Behavioral ABA			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Student Services			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	3	PaTTAN	Paraprofessionals Special Education Teachers

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

### Positive Behavior Support

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

			Paraprofessionals Special Education Teachers
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### Paraprofessional

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

### Transition

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

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

### Science of Literacy

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

### Parent Training

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



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			
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

