

2024

# Special Education Plan



Carrie Martin- Director of Special Education  
and Student Services

Bethany Peters- Assistant Director of Special  
Education and Student Services

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## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Susquehanna Township SD		115228303
<b>Address 1</b>		
2579 Interstate Drive		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Harrisburg	PA	17110
<b>Director of Special Education Name</b>		
Carrie Martin		
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cmartin@hannasd.org		
<b>Director of Special Education Phone Number</b>	<b>Director of Special Education Ext</b>	
717-657-5122	13005	
<b>Chief Administrator Name</b>		
Dr Tamara Willis		
<b>Chief Administrator Email</b>		
twillis@hannasd.org		

## Special Education Students

**Total Number of Students Receiving Special Education** 616

**School District Total Student Enrollment** 3300

**Percent of Students Receiving Special Education** 18.7

## Steering Committee

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

## School District Areas of Improvement and Planning - Indicators

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

### Timely Initial Evaluations (Indicator 11)

**Indicator not flagged at this time.**

### Secondary Transition (Indicator 13)

**Indicator not flagged at this time.**

### Graduation (Indicator 1)

**Indicator not flagged at this time.**

### Drop Out (Indicator 2)

**Indicator not flagged at this time.**

### Assessment (Indicator 3)

**Indicator not flagged at this time.**

### Education Environments (Indicator 5)

**Indicator not flagged at this time.**

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.

### School District Areas of Improvement and Planning - Monitoring

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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## 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.)

Child find information is published in the district calendar and posted in district buildings. This includes Special Education and Protected Handicapped student information. As a host facility, the LEA is responsible to conduct Child Find activities in addition to the evaluation and providing FAPE. Should STSD be the host school district, we are aware that we need to report 1306 children on PIMS and Penn Data.

Note: The host school district is the LEA for 1306 students residing in a facility within school district boundaries. Questions asked when students are enrolled are: - Is the child living with foster parents or host home parents in a foster home? - Was the child placed for "treatment" (is the child in substitute care), or is the child placed as a foster child for care and supervision. - How long will the student remain in the host or foster home status?

Should a child be classified as a 1306 student the "Request for Information" forms are completed and sent to the child's self-disclosed school district. Once records are received they are reviewed to determine if all required documents are present and Evaluation Report (ER) or Reevaluation Report (RR) and Individualized Education Program (IEP) are current. If current, the IEP is implemented and a Notice of Recommended Placement (NOREP) offered. If the ER/RR and/or IEP are not current STSD will immediately implement the last agreed upon IEP to the extent possible until a reevaluation report can be generated and a new IEP developed. A permission to reevaluate is issued and the reevaluation process initiated, culminating in a Reevaluation Report, IEP and NOREP. The student will not be without special education programs and services while the special education process is completed. Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21.

The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15. The host is also responsible for maintaining contact with the resident district on all matters pertaining to the student. All students receiving services at a host district will receive them from a certified special education teacher. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district.

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

When the District receives appropriate and timely communication from the educating district or entity, District



personnel attend evaluation and Individual Education Program (IEP) meetings either in person, by phone or virtual platform. Input is provided into the education plan in order to plan for a smooth transition back to a district school. Both the educating district and the home district will attend data review meetings and transition meetings. Transition meetings will discuss current progress monitoring, data towards individual specific behavior goals, programming needs to ensure success of the individual, transportation arrangements/timeline, and touring home district if applicable.

## Incarcerated Students Oversight

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

Upon review of the Penn Data SEDR, the district's most noted area for improvement is the area of educational environment. Currently, the district has decreased the percentage of outplacement learners to be within 1% of the state average. This focus has been due to the increased amount of behavioral and mental health support in the school setting, in addition to opening additional low incidence classrooms. Currently, the majority learners that are outplaced have a high behavioral need that cannot be supported within district buildings, deaf and hard of hearing learners as we do not have a large enough population to provide district employees in this specialty.

The 22-23 data put Susquehanna Township School District at 5.1% of learners outplaced, compared to the state average of 4.4% of learners outplaced. This is a drop from 19-20 when Susquehanna Township School District was at 7.8% of learners outplaced. In addition, the district is noted to be approximately 6% below the state average (61.6%) for itinerant learners within their general education programming greater than 80% of the day. This data has decreased from an 18% difference in 19-20 and 20-21.

Full-Time Special Education services is described as less than 40% of time in regular education. In 2020-2021, the state percentage slightly increased to 9.8% and STSD slightly decreased to 11.1% of learners. In December 2022, the state average increased to 10% and STSD increased to 13.1%. It is noted that there has been an increase in learners in full time outplacements returning to district into full time support in district.

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

The Susquehanna Township School District implements an MTSS model that addresses academic and social/emotional needs through intervention. Student benchmark assessment data and progress monitoring is reviewed monthly to determine areas of need and level of intervention. Tiered Interventions are developed at each building based on the need and developmental level of the children.

Our district also subscribes to Social Emotional Learning at all levels. Our student success manual outlines all of these interventions in the MTSS 3 Tiered Intervention System. Social/Emotional supports available to all learners depending on age include: SEL curriculum (PATHs (K-5), Developmental Design (6-12), School Counseling, PBIS, Laurel Life (elementary, Middle School), Effective School Solutions (High School), Communities In School, Community Services Group.

### 3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

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

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

goals, and positive behavior support plan (PBSP) to all staff involved with the individual to ensure all supports are being implemented with fidelity.

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

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

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

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

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

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

**5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

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

To ensure that they are able to participate in extracurricular activities, the district provides specialized transportation services, paraprofessional support if applicable, peer buddy opportunities, copies of positive

behavior support plans to staff, and Safe Crisis Management Theory training to staff to ensure best practices are utilized in areas of de-escalation. While learners in private institutions, they can access all activities and events through our monthly newsletters, the Student Services and Special Education websites, as well as conversations during their annual IEP/team meetings.

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

**6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

The Susquehanna Township School District identified the need to build capacity within district in an effort to decrease the number of students in outplacement facilities. Self-contained emotional support utilizing virtual instruction has been implemented at the middle and high school level. The expansion of these programs will allow STSD learners to remain in district with the appropriate level of support.

Due to increased enrollment and early intervention learners, Susquehanna Township School District has opened three additional autism support classrooms, one additional life skills classroom, and a one multiple disabilities classroom to service low incidence students. In addition, the district is continuing to assess classroom needs for low incidence learners based on continuum needs.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Middletown High School- AS Classroom	Other	Public School	CAIU	Autistic Support	1
New Story-New Cumberland	Licensed Private Academic		New Story Schools	Emotional Support	4
Merakey	Other	Public School	Merakey	Autistic Support	1
Yellow Breeches Educational Center	Licensed Private Academic		Yellow Breeches Educational Center, Inc.	Emotional Support	3
Robert Reid Elementary	Other	Public School	Middletown Area School District	Multiple Disabilities Support	1
Conestoga Elementary-DHH Classroom	Other	Public Facility (Non Residential)	CAIU	Deaf and Hard of Hearing Support	1
Susquehanna Township Middle School- DHH Classroom	Other	Public Facility (Non Residential)	CAIU	Deaf and Hard of Hearing Support	1
The Vista School	Approved Private School (APS)		Vista Autism Services	Autistic Support	2
PennState Hershey Medical Center- CAIU Classroom	Other	Public Facility (Non Residential)	CAIU	Life Skills Support	2
New Story- Harrisburg	Licensed Private Academic		New Story Schools	Autistic Support	1
Capital Academy	Licensed Private Academic		Seis Schools	Emotional Support	6
Hilltop Academy	Other	Public Facility (Non Residential)	CAIU	Emotional Support	4
Capital Academy	Licensed Private Academic		Seis Schools	Autistic Support	1

## Positive Behavior Support

### Date of Approval

2020-06-15

### Uploaded Files

1132BehaviorSupport.pdf

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

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

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

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

The PBIS Team provides a training to all staff in each building yearly, on the use of positive behavior supports. STSD also has a team of six staff who are Safe Crisis Management Trainers. This team provides yearly training to all staff on SCM Theory which provide staff with techniques on how to effectively de-escalate students both in an immediate situation as well as a crisis situation. The district Board Certified Behavior Analyst supports individual classrooms and staff upon referrals for classroom management and de-escalation techniques in addition to supporting the writing of PBSP's with case managers.

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

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

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

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

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

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

Physical restraints should be avoided and may only be used as a crisis intervention to control acute aggressive behavior when the student is acting in a manner as to be a clear and present danger to him/her, to other students, to employees, or others. Should physical restraint be needed, the event must be documented, the IEP reviewed and parents notified and IEP team meeting conducted within 10-school days unless the parent waives the need in writing. Teachers and staff utilizing physical restraint as a protective procedure must be certified in safe crisis management interventions. The District will not employ aversive techniques of intervention such as corporal punishment, locked rooms, deprivation of human rights, demeaning behaviors, etc. Finally, subsequent to a referral to law enforcement for those who already have a positive behavior support plan, an updated functional behavior assessment will be performed and the plan updated. The District has a Board Certified Behavior Analyst on staff as well as contracting with the Capital Area Intermediate Unit to provide a behavior coach that works with teachers in classroom management techniques. The coaches work to provide teacher and paraprofessional training that supports teachers and paraprofessionals as they prepare and/or support instruction for students who require specially designed instruction for emotional supports and needs. The coaches also provide behavior support to students and to IEP teams so that students are able to remain engaged and productive in general education classes. In situations where the students are not making progress and the team determines that behaviors are impeding the progress of the student, the District conducts Functional Behavioral Analysis. In instances where the student is so disruptive as to significantly impair the education of other students in the class, the IEP team meets to determine what program or placement changes are necessary to ensure the appropriate education of all students.



## Intensive Interagency

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

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

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH SLP2	Elementary	Full-time (1.0)	02/15/2024 02:42 PM

<b>Building Name</b>		
Thomas W Holtzman Jr El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		39
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH SLP1	Elementary	Full-time (1.0)	02/15/2024 02:40 PM

<b>Building Name</b>		
Thomas W Holtzman Jr El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		48
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC SLP2	Elementary	Full-time (1.0)	02/15/2024 02:38 PM

<b>Building Name</b>		
Sara Lindemuth El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		63
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.97

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC SLP1	Elementary	Full-time (1.0)	02/15/2024 02:37 PM

<b>Building Name</b>		
Sara Lindemuth El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<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>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Secondary SLP	Secondary	Full-time (1.0)	02/15/2024 02:36 PM

<b>Building Name</b>		
Susquehanna Twp 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)		41
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.63

<b>Building Name</b>		
Susquehanna Twp 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)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SLAC AS Sup	Elementary	Full-time (1.0)	02/05/2024 01:52 PM

<b>Building Name</b>		
Sara Lindemuth 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%)		8
<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>
		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS MDS	Secondary	Full-time (1.0)	02/15/2024 09:44 AM

<b>Building Name</b>
----------------------

Susquehanna Twp MS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	7 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
The team agrees the placement for students out of the age range are appropriate and waivers have been provided to the parents.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC AS Full-time 2	Elementary	Full-time (1.0)	02/05/2024 01:50 PM

<b>Building Name</b>		
Sara Lindemuth El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<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>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LSS 2	Secondary	Full-time (1.0)	02/05/2024 01:46 PM

<b>Building Name</b>	
Susquehanna Twp 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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Susquehanna Twp 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>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TH AS Itin	Elementary	Full-time (1.0)	02/05/2024 01:45 PM

<b>Building Name</b>		
Thomas W Holtzman Jr El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS LSS	Secondary	Full-time (1.0)	02/05/2024 01:19 PM

<b>Building Name</b>		
Susquehanna Twp 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%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 4	Secondary	Full-time (1.0)	02/05/2024 01:29 PM

<b>Building Name</b>		
Susquehanna Twp 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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Susquehanna Twp 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%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>
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Susquehanna Twp 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH LSS	Elementary	Full-time (1.0)	02/05/2024 01:36 PM

<b>Building Name</b>		
Thomas W Holtzman Jr 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%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS 1	Secondary	Full-time (1.0)	02/05/2024 01:24 PM

<b>Building Name</b>		
Susquehanna Twp 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)		1



Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.02

Building Name		
Susquehanna Twp HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 1	Secondary	Full-time (1.0)	02/05/2024 01:23 PM

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Susquehanna Twp HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH LS - 2	Elementary	Full-time (1.0)	02/05/2024 01:58 PM

<b>Building Name</b>		
Thomas W Holtzman Jr 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)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Thomas W Holtzman Jr El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 2	Secondary	Full-time (1.0)	02/05/2024 01:26 PM

<b>Building Name</b>		
Susquehanna Twp 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)	24	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.48	

<b>Building Name</b>		
Susquehanna Twp 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%)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS TC	Secondary	Full-time (1.0)	02/05/2024 01:27 PM

<b>Building Name</b>		
Susquehanna Twp 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>Building Name</b>		
Susquehanna Twp 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%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<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>
SLAC ES	Elementary	Full-time (1.0)	02/05/2024 01:29 PM

<b>Building Name</b>		
Sara Lindemuth El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<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>
		0.2

<b>Building Name</b>		
Sara Lindemuth El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		

Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS FTLS	Secondary	Full-time (1.0)	02/05/2024 01:32 PM

<b>Building Name</b>		
Susquehanna Twp 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)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Susquehanna Twp 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%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 3	Secondary	Full-time (1.0)	02/05/2024 01:34 PM

<b>Building Name</b>		
Susquehanna Twp 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)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Susquehanna Twp 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%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

<b>Building Name</b>		
Susquehanna Twp HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Susquehanna Twp 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TH HF AS	Elementary	Full-time (1.0)	02/05/2024 01:40 PM

<b>Building Name</b>		
Thomas W Holtzman Jr El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.58

<b>Building Name</b>		
Thomas W Holtzman Jr 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%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS AS	Secondary	Full-time (1.0)	02/05/2024 01:35 PM

<b>Building Name</b>		
Susquehanna Twp 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Susquehanna Twp HS		
<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)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 5	Secondary	Full-time (1.0)	02/05/2024 01:37 PM

<b>Building Name</b>		
Susquehanna Twp 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)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Susquehanna Twp 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%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH LS -1	Elementary	Full-time (1.0)	02/05/2024 01:55 PM

<b>Building Name</b>		
Thomas W Holtzman Jr 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)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH ES	Elementary	Full-time (1.0)	02/05/2024 01:47 PM

<b>Building Name</b>		
Thomas W Holtzman Jr El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Thomas W Holtzman Jr El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.45

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HS ES	Secondary	Full-time (1.0)	02/05/2024 01:38 PM

<b>Building Name</b>		
Susquehanna Twp HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Susquehanna Twp HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC SUP LS	Elementary	Full-time (1.0)	02/05/2024 01:33 PM

<b>Building Name</b>		
Sara Lindemuth 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)		16
<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>
		0.32

<b>Building Name</b>		
Sara Lindemuth 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS AS	Secondary	Full-time (1.0)	02/05/2024 01:39 PM

<b>Building Name</b>		
Susquehanna Twp 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>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Susquehanna Twp 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC AS	Elementary	Full-time (1.0)	02/05/2024 01:48 PM

<b>Building Name</b>		
Sara Lindemuth El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<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>
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS ES	Secondary	Full-time (1.0)	02/05/2024 01:41 PM

<b>Building Name</b>		
Susquehanna Twp MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH LS - 3	Elementary	Full-time (1.0)	02/05/2024 01:59 PM

<b>Building Name</b>		
Thomas W Holtzman Jr 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)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Thomas W Holtzman Jr 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%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS FTLS	Secondary	Full-time (1.0)	02/05/2024 02:00 PM

<b>Building Name</b>		
Susquehanna Twp 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)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Susquehanna Twp 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%)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS 2	Secondary	Full-time (1.0)	02/05/2024 01:43 PM

<b>Building Name</b>		
Susquehanna Twp 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%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.35

<b>Building Name</b>		
Susquehanna Twp 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>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TH AS	Elementary	Full-time (1.0)	02/05/2024 01:43 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 1	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Susquehanna Twp 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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Susquehanna Twp 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%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLAC Itin LS	Elementary	Full-time (1.0)	02/05/2024 01:34 PM

<b>Building Name</b>		
Sara Lindemuth 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)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 3	Secondary	Full-time (1.0)	02/05/2024 01:47 PM

<b>Building Name</b>		
Susquehanna Twp 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)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

## Special Education Facilities

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

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Thomas W Holtzman Jr El Sch		121
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 8 inches x 23 feet, 6 inches	744sqft	26
<b>Implementation Date</b>		
2015-05-18		
<b>Uploaded Files</b>		

### 2Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Susquehanna Twp HS		204
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 3 inches x 23 feet, 6 inches	710sqft	25
<b>Implementation Date</b>		
2015-05-18		
<b>Uploaded Files</b>		

### 3Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Thomas W Holtzman Jr El Sch		116
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 3 inches x 25 feet, 3 inches	839sqft	29
<b>Implementation Date</b>		

2022-06-07
<b>Uploaded Files</b>

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Sara Lindemuth El Sch		104
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 6 inches x 26 feet, 5 inches	858sqft	30
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

#### 5Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Susquehanna Twp HS	107

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

#### 6Assurance Check

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

Building Name		Room #
Thomas W Holtzman Jr El Sch		134
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 2 inches x 25 feet, 11 inches	911sqft	32
Implementation Date		
2015-05-18		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

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

#### 8Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Susquehanna Twp MS		14
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
40 feet, 10 inches x 21 feet, 2 inches	864sqft	30
<b>Implementation Date</b>		
2015-05-18		
<b>Uploaded Files</b>		

### 9 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Sara Lindemuth El Sch		228
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 1 inches x 26 feet, 6 inches	426sqft	15
<b>Implementation Date</b>		
2022-06-07		
<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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Susquehanna Twp HS		125
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>

24 feet, 6 inches x 40 feet, 1 inches	982sqft	35
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

#### 11Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Thomas W Holtzman Jr El Sch		135
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 3 inches x 23 feet, 11 inches	412sqft	14
<b>Implementation Date</b>		
2015-05-18		
<b>Uploaded Files</b>		

#### 12Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Susquehanna Twp MS		213
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 5 inches x 22 feet, 6 inches	706sqft	25
<b>Implementation Date</b>		
2015-05-18		
<b>Uploaded Files</b>		

### 13Assurance Check

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

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

### 14Assurance Check

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Susquehanna Twp HS		216
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 38 feet, 2 inches	763sqft	27
<b>Implementation Date</b>		
2022-06-07		
<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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Thomas W Holtzman Jr El Sch		118
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 10 inches x 28 feet, 0 inches	639sqft	22
<b>Implementation Date</b>		
2022-06-07		
<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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Susquehanna Twp HS		209
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 9 inches x 23 feet, 5 inches	837sqft	29
Implementation Date		
2015-05-18		
Uploaded Files		

### 17 Assurance Check

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

Building Name		Room #
Susquehanna Twp MS		11
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 8 inches x 44 feet, 10 inches	971sqft	34
<b>Implementation Date</b>		
2015-05-18		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Susquehanna Twp HS		202
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 11 inches x 35 feet, 11 inches	859sqft	30
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

#### 19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Sara Lindemuth El Sch		227
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 1 inches x 26 feet, 8 inches	428sqft	15
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

#### 20Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Susquehanna Twp MS		12
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 6 inches x 21 feet, 6 inches	505sqft	18
<b>Implementation Date</b>		
2015-05-18		
<b>Uploaded Files</b>		

#### 21Assurance Check

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

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

## 22Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Susquehanna Twp MS		212
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 10 inches x 22 feet, 7 inches	673sqft	24

<b>Implementation Date</b>
2022-06-07
<b>Uploaded Files</b>

### 23Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Thomas W Holtzman Jr El Sch		128
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 2 inches x 23 feet, 3 inches	608sqft	21
<b>Implementation Date</b>		
2015-05-18		
<b>Uploaded Files</b>		

### 24Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
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Thomas W Holtzman Jr El Sch		122
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
31 feet, 8 inches x 23 feet, 6 inches	744sqft	26
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

#### 25Assurance Check

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

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

#### 26Assurance Check

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



The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

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

## 27Assurance Check

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

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

**28Assurance Check**

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

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

**29Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Susquehanna Twp HS		105
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 4 inches x 54 feet, 2 inches	1263sqft	45
<b>Implementation Date</b>		
2022-06-07		
<b>Uploaded Files</b>		

### 30Assurance Check

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

Building Name		Room #
Sara Lindemuth El Sch		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 16 feet, 1 inches	426sqft	15
<b>Implementation Date</b>		
2015-05-18		
<b>Uploaded Files</b>		

### 31Assurance Check

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

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

### 32Assurance Check

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

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

### 33Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Susquehanna Twp HS		106
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 5 inches x 14 feet, 3 inches	233sqft	8
<b>Implementation Date</b>		
2015-05-18		
<b>Uploaded Files</b>		

### 34Assurance Check

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

## Special Education Support Services

### 355 Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	2	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	50	District Wide	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	3	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	7	District Wide	District
Other	5	Secondary	Contractor
Other	1	Secondary	Contractor
Other	5	Elementary	Contractor
Other	3	District Wide	Contractor
Other	2	District Wide	Contractor
Other	4	Elementary	District
Behavior Specialist	1	District Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
Participants working in the Autism Support classroom receive training on the acquisition of language and assistive technology use as well as manding and tacting techniques.			
Lead Person/Position		Year of Training	
CAIU 15		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	Intermediate Unit	Special Education Teachers

### Positive Behavior Support

Description of Training			
Each building will continue the training and implementation of a school wide positive behavior support system. Schools will use PaTTAN, and building PBIS teams to assist in training and professional development. The District will improve training on the MTSS process and the development of a wide variety of interventions to support the tiers of the system.			
Lead Person/Position		Year of Training	
PBIS Teams, Building Principals		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training	
Paraprofessionals will be provided with 20 hours of training per years in selected PaTTAN 39 training topics. Paraprofessionals will participate in the on line trainings offered by PaTTAN and will demonstrate completion by presentation of their certificate issued by PaTTAN.	
Lead Person/Position	Year of Training
Carrie Martin/Bethany Peters	2024 2025 2026

		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	10	PaTTAN	Paraprofessionals

## Transition

<b>Description of Training</b>			
Special Education Teachers will receive training in transition planning and the incorporation of the goals of the 339 Guidance Plan within indicator 13. Evidence will be submission of the certificate presented at the conclusion of each training.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Carrie Martin/Bethany Peters		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	10	District	Building Administrators General Education Teachers Special Education Teachers

## Science of Literacy

<b>Description of Training</b>			
Wilson Reading Intervention - comprehensive and thorough tier 3 reading intervention that ensures students have mastered every aspect of decoding.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Carrie Martin/Bethany Peters		2024 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	10	Other	Special Education Teachers

<b>Description of Training</b>	
Enhanced Core Reading Instruction - multi-tiered reading intervention for kindergarten, first and second grade designed to meet the learning needs of students at-risk in reading. The Enhancing Core Reading Instruction model increases the level of explicitness of core reading instruction by redesigning the core reading program to focus on critical reading content, to be clear and systematic, and to provide deliberate and frequent practice opportunities.	
<b>Lead Person/Position</b>	<b>Year of Training</b>



Building Principals, Reading Specialists		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	5	District	Building Administrators General Education Teachers Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Mental Health			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Amanda Katchur, CSG Supervisor		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Other	Parents

<b>Description of Training</b>			
Community Mental Health Supports			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Jill Debrosse, School Counselor		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>	
Behavior Management	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Kate Veronikis, BCBA	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Secondary Transition for students, workstudy and co-op			
Lead Person/Position		Year of Training	
Jessica Dullen, Learning Support Teacher		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Vaccination Updates/Requirements			
Lead Person/Position		Year of Training	
Jennifer Halfond, Lead Nurse		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Supporting learners in the home			
Lead Person/Position		Year of Training	
Amanda Mucci, School Psychologist		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Learner Engagement over the Summer/Language Acquisition			
Lead Person/Position		Year of Training	

Lora Millar, ESL Instructor		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Mental Health/Trauma			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Patsy Grove, Clinical Supervisor		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Other	Parents

<b>Description of Training</b>			
Communication Supports with Teachers			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Amanda Salter, Learning Support Teacher		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Parents

<b>Description of Training</b>			
Sensory Strategies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Maria Lehman		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	Other	Parents

Description of Training			
Trauma Informed Support			
Lead Person/Position		Year of Training	
Amanda Katchur		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Parents

## IEP Development

Description of Training			
Special Education Teachers receive a special education manual that has all processes and procedures regarding timelines, completion of paperwork and annotated documents. A specific section is dedicated to the development of an Individualized Education Plan. The section includes compliance timelines and what to include in each section of the IEP. One section of the binder is review each month during a department meeting.			
Lead Person/Position		Year of Training	
Carrie Martin/Bethany Peters		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	15	District	Special Education Teachers Other

## Signatures & Affirmations

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

Dr. Tamara Willis

Date

Superintendent

Mr. Jesse Rawls

Date

School Board President