Profile and Plan Essentials

LEA Name		AUN
Southern Fulton SD		111297504
Address 1		
3072 Great Cove Rd		
Address 2		
Suite 100		
City	**State**	**Zip**
Warfordsburg	PA	17267
Director of Special Education Name		
Dr. Laurel Keegan		
Director of Special Education Email		
lkeegan@sfsd.k12.pa.us		
Director of Special Education Phone Number		**Director of Special Education Ext**
717-294-3400		3004
Chief Administrator Name		
Mrs Meredith M Hendershot		
Chief Administrator Email		
mhendershot@sfsd.k12.pa.us		

Special Education Students

Total Number of Students Receiving Special Education 124
School District Total Student Enrollment 701
Percent of Students Receiving Special Education 17.7

Steering Committee

Name	Position/Role	Building	Email
Laurel Keegan	Director of Special Education	Southern Fulton SD	lkeegan@sfsd.k12.pa.us
Meredith Hendershot	Superintendent	Southern Fulton SD	mhendershot@sfsd.k12.pa.us
Jeremy Hollinshead	Building Principal	Southern Fulton JSHS	jhollinshead@sfsd.k12.pa.us
Tyler Burns	Building Principal	Southern Fulton El Sch	tburns@sfsd.k12.pa.us
Meagan Mellott	General Education Teacher	Southern Fulton El Sch	mmellott@sfsd.k12.pa.us
Heather Gordon	General Education Teacher	Southern Fulton JSHS	hgordon@sfsd.k12.pa.us
Michele Auker	Special Education Teacher	Southern Fulton El Sch	mauker@sfsd.k12.pa.us
Taylor Bearfield	Special Education Teacher	Southern Fulton El Sch	tbearfield@sfsd.k12.pa.us
Sara Hutzell	Special Education Teacher	Southern Fulton JSHS	shutzell@sfsd.k12.pa.us
Jamie Bivens	Parent	Southern Fulton SD	bivens@frontiernet.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

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.)**
   Southern Fulton School District does not currently host a 1306 facility. In the event that a facility would locate within the District, Southern Fulton School District will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 PA. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between the District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities (e.g. improve communications and networking with outside agencies/programs, interagency collaboration, etc.). The district ensures all special education teachers providing services are certified, develop and maintain the IEP.
2. **Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**
   Southern Fulton School District maintains a clear path of communication with 1306 facilities in order to ensure the needs of students are being met to ensure Child Find and provision of FAPE for all students. The School District strives to include all team members involved in every student's education. The director of special education and the school counselors are in constant communication and share information. The team members are invited to each IEP meeting and are provided copies regardless of their ability to attend. Frequent communication occurs through progress reports and monitoring. Additionally, outside agency support personnel are invited as they often continue to support the student during and after the transition. Communication between entities is essential to ensure a smooth transition back to school. All necessary supports would be put into place prior to the transition. In addition, Child and Adolescent System Services Programs (CASSP) becomes involved to help coordinate services and guarantee that the student's needs are being met.

Incarcerated Students Oversight

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

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

Least Restrictive Environment

1. **Review the district's most recent data for Least Restrictive Environment. Highlight areas of improvement.**
   Southern Fulton strives towards increasing the number of special education students educated in the regular education environment. The district is committed to integrating students with disabilities into regular education environments. Inclusive settings are considered first when determining the least restrictive environment. All elementary and secondary buildings promote inclusive practices and settings to students with IEPs. During the 2023-2024 school year the Southern Fulton School District implemented MTSS. This reduced the amount of time students were put into the special education classroom. Special education students were in the regular education class setting. The Southern Fulton School District has made significant efforts to maximize the inclusion of students in regular education classrooms. From the 2021-2022 school year to the 2023-2024 school year, the percentage of students included in regular education for 80% or more of the school day fluctuated from 75.41% to 72.8%, before increasing to 77.5%. In comparison, the state average for inclusion at this level is 61.92%. The district surpasses the state average by 15.5%, demonstrating a strong commitment to inclusive practices. This increase is largely attributed to the successful implementation of Multi-Tiered Systems of Support (MTSS).
2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
   Southern Fulton School District utilizes several universal practices to address the academic and social/emotional needs of all students requiring accommodations. These practices include implementing Positive Behavioral Interventions and Supports (PBIS) to create a supportive school environment and using Social and Emotional Learning (SEL) programs to teach students essential skills like empathy, emotional regulation, and relationship building. Additionally, the district emphasizes differentiated instruction and Universal Design for Learning (UDL) to ensure that lessons are accessible and engaging for all students, accommodating various learning styles and needs. The Southern Fulton School District strives to ensure meaningful educational benefits for all students in the district, whether they have a disability or not. Students with disabilities will be identified for behavioral or academic services utilizing a Multi-Tiered System of Supports K-12 (MTSS), SAP, and the PAYS survey. Intervention is based on student data, including universal screening data in reading and math, behavioral survey collection, PSSA, and Keystone scores. Students will receive research-based reading, math, or behavioral interventions based on student needs. Students will be monitored bi-weekly or weekly for 10-12 weeks to assess if behavioral intervention is helping students make necessary gains. If gains are being made, a student may remain in intervention or exit out; if they are not, a new behavioral intervention may be implemented. Data will be collected via data meetings, child study meetings, and advisory periods.
3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**
   Southern Fulton utilizes the following training and programming strategies in order to ensure that students are making meaningful

progress in the general education curriculum: Multi-tiered system of support (MTSS), intervention training in math, reading, and behavior, co-teaching training, co-planning, co-teaching, differentiated instruction, behavior specialists, and a continuum of special education services. Southern Fulton encourages professional growth and provides opportunities to the total Southern Fulton staff. This encourages consistency across students, educators, and the entire district. Through various professional development sessions, the goal is to provide all faculty members and support staff with opportunities to enhance their knowledge, skills, attitudes, and beliefs to foster a learning community that positively impacts student learning. In addition to opportunities for staff on planned inservice and Act 80 days, there is a minimum of 20 hours of required professional development for paraprofessional staff. Specialized training is provided throughout the school year for all staff by the LEA. This ensures that all students within the general education curriculum are able to participate and make adequate progress.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**
   The Local Education Agency (LEA) utilizes a range of supplementary aids and services to ensure that students with disabilities can meaningfully participate in extracurricular activities. The aids and services are determined appropriate and necessary by the child's IEP Team to provide non-academic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities (non-academic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that assist individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available. These supports might include providing specialized equipment, offering one-on-one support or aides, adapting activities or materials to be more accessible, and ensuring that environments are physically accessible. The goal is to remove barriers and provide the necessary assistance so that students with disabilities can fully engage in and benefit from extracurricular opportunities, fostering their social, emotional, and physical development.
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?**
   Southern Fulton School District has a very low number of students placed in private institutions. Placements are based on the continuum of special education services to meet the student's needs and on the nature and severity of the disability. When the student's needs cannot be met in the regular education classroom with accommodations and modifications to the learning environment. The IEP team determines the most appropriate placements. The district utilizes a variety of supplemental aids and services based on individual needs as determined by the IEP team. Based on school policy and administrative regulations, all students

eligible for extracurricular activities can participate and are provided support. These supports include collaboration, paraprofessional supports, adaptive equipment, assistive technology, sensory supports, individualized behavior plans, and environmental adaptations. Students are notified through the district website, newsletters, emailing, and have the opportunity to sign up and participate in extracurricular activities.

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)**

   Our collaborative partnership with Intermediate Unit #11 is a testament to our commitment to providing high-quality programs/services to students with low incidence needs. This includes those with blind/visually impaired, deaf/hard of hearing, deaf-blindness, complex health issues, autism, and severe cognitive impairments. By working together, we ensure that our students receive evidence-based instruction and interventions in appropriate educational settings, fostering a sense of reassurance among our stakeholders. The district has expanded services to include the Occupational Therapy (OT) area by adding a sensory room over the past year and building pre-referral interventions in these OT areas, particularly with kindergarten students. Student educational needs, along with the number of students with disabilities, necessitate ongoing assessment to determine if additional programs, such as those for autism and emotional support, need to be added. This approach ensures that the school district can adapt and provide the appropriate resources and support to meet the evolving needs of its students. A multiple disabilities classroom was added in the 2022-2023 school year. Regular evaluation helps make informed decisions about resource allocation and program development, enhancing support for students with specific needs. Placement decisions are made after a thorough evaluation of the student's unique needs and abilities. The team, which includes educators, specialists, and the student's parents, carefully considers various factors such as the least restrictive environment, academic, social, and emotional needs, and the services required to support the student's educational goals. This meticulous process instills confidence in our stakeholders about the support and accommodations we provide for our students. For students with disabilities presenting with significant needs, the provision of services in the school with qualified personnel and the determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at appropriate instructional levels is carefully considered with emphasis on strengths including academic and functional skills, without limiting opportunities for the student to move to a less restrictive setting. Eligibility criteria, placement options, intervention strategies, supplemental aids/services, related services, and resources are among the various factors that may be considered. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled. In selecting the LRE, consideration is given to any potential harmful effect on the child and the quality of services he or she needs. The district continues to contract with two school psychologists. The IU provides related services, such as PT, visual therapy, and hearing therapy. An additional need becoming increasingly apparent is the availability of special education teachers and paraprofessionals. The district continues to make all reasonable efforts to advertise for and acquire certified/trained special education teachers and support

staff. Due to its rural location, Southern Fulton School District continues to utilize the intermediate unit and community resources to locate programs and provide a continuum of services.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Extended Family Programs	Other	Day Treatment	Organization	Emotional Support	1
Nulton	Other	Day Treatment	Organization	Emotional Support	3
Soaring Heights	Other	Day Treatment	Organization	Autistic Support	2

Positive Behavior Support

Date of Approval

2020-11-17

Uploaded Files

Southern Fulton Behavior Support Policy.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**
   Southern Fulton School District is aligned with all provisions of the IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. Social and emotional groups meet daily with a certified teacher and school counselor. Southern Fulton provides services from outside agencies, our school counselors, and social emotional support teachers to support the emotional, social needs of our students.
2. **Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.**
   Training in Safety Care has been provided to all special education staff, as well as to all administrators, in the district. Training in Safety Care is carried out annually to ensure that all necessary staff are re-certified and to certify the new special education staff. Safety Care training provided to staff typically includes instruction in the use of positive behavior supports, de-escalation techniques, and appropriate responses to behaviors that may require immediate intervention. This training focuses on proactive strategies to prevent challenging behaviors, such as understanding triggers and applying positive reinforcement. It also teaches staff how to safely and calmly de-escalate situations to reduce the likelihood of harm. In cases where immediate intervention is necessary, staff are trained in safe, non-restrictive techniques to ensure the safety of all individuals involved. Physical intervention is used only when all other options in the student's positive behavior intervention plan have been exhausted and when the student is a danger to self or others.
3. **Describe the district positive school wide support programs.**
   Southern Fulton School District has implemented Positive Behavioral Interventions and Supports (PBIS). Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. The district's Positive Behavioral Interventions and Supports (PBIS) program is designed to create a positive school climate and support student behavior through proactive strategies. PBIS focuses on teaching and reinforcing

appropriate behaviors across all school settings. The program involves setting clear expectations, recognizing and rewarding positive behavior, and consistently addressing misbehavior in a constructive manner. By implementing PBIS, the district aims to reduce disciplinary issues, improve academic outcomes, and promote a safe and inclusive learning environment for all students. The use of Safety Care is for the intent of applying evidence-based, trauma-informed care-compatible reinforcement & de-escalation techniques. The techniques help the team to understand how and why behaviors occur, respond appropriately and safely to dangerous behaviors. This program helps to effectively support individuals who have experienced psychological or sexual trauma, prevent or reduce the use of restraint, and intervention after a crisis to reduce the chance for recurrence. All restraints are reported to the state through the RISC system. The Pennsylvania State Reporting RISC (Research, Investigation, and Statistics Collection) system is a platform used by schools and districts to report incidents related to student behavior and safety. This system allows for the collection and analysis of data on various incidents, including bullying, harassment, and other disciplinary actions. The goal of the RISC system is to help schools track trends, comply with state reporting requirements, and implement strategies to improve school climate and student safety.

4. **Describe the district school-based behavior health services.**
   Southern Fulton contracts with TIU #11 in order to provide school-based behavioral health services to students who need support. The referral forms can be requested from any administrator or school counselor in the district. Parents, the student, teachers, and administration may make a referral. Once the form has been filled out it is forwarded to the agency who will then set up an intake with the parent of the child. All counseling sessions are confidential. Outside agencies also come into Southern Fulton Elementary School and Southern Fulton Junior Senior High School to support the needs of students. The school counselors and Special Education teachers provide additional services to students as needed.
5. **Describe the district restraint procedure.**
   A restraint procedure is in place to ensure the safety of students and staff in situations where a student poses an imminent threat of harm to themselves or others. The procedure provides guidelines for safely managing such behavior, ensuring that any use of restraint is done as a last resort and in the least restrictive manner possible. It also ensures that staff are trained to handle these situations appropriately and that incidents are documented and reviewed to protect the rights and well-being of all students involved. The Southern Fulton School District restraint policy is as follows: Physical Restraints Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. [1] The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of

placement to address the inappropriate behavior.[1]The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if: [1] The restraint is used with specific component elements of a Positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. Positive Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of a student when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring the student or others or promote normative body positioning and physical functioning.

Intensive Interagency

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

Southern Fulton School District assists all students in achieving their full potential, regardless of their placement. Interagency coordination can be challenging due to limited support and staff. Southern Fulton School District is committed to providing a free and appropriate public education (FAPE) and it will continue expanding its continuum of services as necessary to ensure that students make meaningful educational progress. Careful consideration is given to all students' individual needs, and the district provides a continuum of services for learning support, emotional support, autistic support, life skills, and speech and language programs. A complete continuum of services is available with the local intermediate unit surrounding school districts and approved private educational facilities. The student's needs are addressed using district resources and school personnel. The district will seek support and services outside of the district to address student needs that still exist. The Southern Fulton School District ensures that, to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing	Multiple	Part-time (0.5)	03/12/2025 01:30 PM

Building Name		
Southern Fulton El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 10
Age Range Justification		**FTE %**
		0.02

Building Name		
Southern Fulton JSHS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (AK)	Secondary	Full-time (1.0)	03/12/2025 01:30 PM

Building Name		
Southern Fulton JSHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.02

Building Name		
Southern Fulton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**

	0.28

Building Name		
Southern Fulton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Full-Time (80% or More)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.08

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
Learning Support (TB)	Secondary	Full-time (1.0)	03/12/2025 01:30 PM

Building Name		
Southern Fulton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 15

Age Range Justification	FTE %
	0.34

Building Name		
Southern Fulton JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 15
Age Range Justification		**FTE %**
		0.05

Building Name		
Southern Fulton JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 17
Age Range Justification		**FTE %**
		0.02

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

4. Life Skills	Secondary	Full-time (1.0)	03/12/2025 01:30 PM

Building Name		
Southern Fulton SD		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Full-Time (80% or More)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.07

Building Name		
Southern Fulton JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.1

Building Name

Southern Fulton JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	19 to 19
Age Range Justification		**FTE %**
		0.25

Building Name		
Southern Fulton JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (EG)	Elementary	Full-time (1.0)	03/12/2025 01:30 PM

Building Name		
Southern Fulton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.2

Building Name		
Southern Fulton El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
		0.04

Building Name
Southern Fulton El Sch
Support Type
Learning Support
Support Sub-Type
Learning Support

Level of Support		Case Load
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support (MA)	Elementary	Full-time (1.0)	03/12/2025 01:30 PM

Building Name		
Southern Fulton El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Grouping of students complies with age range requirements		0.08

Building Name
Southern Fulton El Sch
Support Type
Deaf And Hearing Impaired Support
Support Sub-Type

Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 10
Age Range Justification		**FTE %**
		0.02

Building Name		
Southern Fulton El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Grouping of students complies with age range requirements		0.2

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

	0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills (SH)	Elementary	Full-time (1.0)	03/12/2025 01:30 PM

Building Name		
Southern Fulton El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 10
Age Range Justification		**FTE %**
Age range exception determined appropriate by the IEP team and justified in the IEP.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MDS (CH)	Elementary	Full-time (1.0)	03/12/2025 01:30 PM

Building Name
Southern Fulton El Sch

Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 11
Age Range Justification		**FTE %**
Age range exception determined appropriate by the IEP team and justified in the IEP.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech	Multiple	Full-time (1.0)	03/12/2025 01:30 PM

Building Name		
Southern Fulton El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		N
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 13
Age Range Justification		**FTE %**
Grouping of students complies with age range requirements.		0.55

Special Education Facilities

Building Name		**Room #**
Southern Fulton JSHS		A118
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
22 feet, 0 inches x 29 feet, 0 inches	638sqft	22
Implementation Date		
2025-05-01		
Uploaded Files		

1Assurance Check

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

Building Name		**Room #**
Southern Fulton El Sch		212
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		

2025-05-01
Uploaded Files

2Assurance Check

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

Building Name		**Room #**
Southern Fulton El Sch		120
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
9 feet, 0 inches x 22 feet, 0 inches	198sqft	7
Implementation Date		
2025-05-01		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No

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

Building Name		**Room #**
Southern Fulton El Sch		210
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
24 feet, 0 inches x 30 feet, 0 inches	720sqft	25
Implementation Date		
2025-05-01		
Uploaded Files		

4Assurance Check

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

Building Name		**Room #**
Southern Fulton El Sch		216
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
20 feet, 0 inches x 25 feet, 0 inches	500sqft	17
Implementation Date		
2025-05-01		
Uploaded Files		

5Assurance Check

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

Building Name	**Room #**
Southern Fulton El Sch	143
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 34 feet, 0 inches	1122sqft	40
Implementation Date		
2025-05-01		
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 #
Southern Fulton JSHS		219
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
19 feet, 0 inches x 54 feet, 0 inches	1026sqft	36
Implementation Date		
2025-05-01		
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.		No

Building Name		**Room #**
Southern Fulton El Sch		108
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
30 feet, 0 inches x 27 feet, 0 inches	810sqft	28
Implementation Date		
2025-05-01		
Uploaded Files		

8Assurance Check

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

Building Name		**Room #**
Southern Fulton El Sch		218
School Building		**Building Description**
		A building in which general education programs are operated
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
Implementation Date		
2025-05-01		
Uploaded Files		

9Assurance Check

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

Building Name	**Room #**
Southern Fulton JSHS	A 126
School Building	**Building Description**
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 40 feet, 0 inches	640sqft	22
Implementation Date		
2025-05-01		
Uploaded Files		

10Assurance Check

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

Special Education Support Services

11Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Occupational Therapist	1	District Wide	Contractor
School Psychologist	2, part time	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Social Worker	.02	District Wide	Contractor
Paraprofessionals	5	Secondary	District
Paraprofessionals	14	Elementary	District
Physical Therapist	.02	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Professional development sessions will provide training and guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior. Research- based practices and protocols established within the PaTTAN Autism Initiative ABA Supports will be taught. The focus will be on skills related to teaching students with autism and related developmental disorders. Training will involve participants demonstrating skills related to identifying the verbal operant and other ABA concepts, developing card sort systems for teaching, demonstrating procedures for intensive teaching (discrete trial instruction) and basic data collection skills. Establishing instructional control and reducing problem behavior will also be discussed.			
Lead Person/Position		**Year of Training**	
Director of Special Education		2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	2	District PaTTAN Other	Building Administrators Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training
Safety-Care Crisis Prevention Training-provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care delivers the tools you need to be safe when working with behaviorally challenging individuals using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). These strategies are appropriate for individuals experiencing developmental, neurologic, psychiatric, and other impairments, as well as individuals who have experienced psychological or sexual trauma. Safety-Care promotes a reinforcement-based approach to developing new skills, maintaining safety, and reducing or eliminating restrictive interventions such as restraint. Participants will practice, participate in situational applications, and take part in drills. There will be initial certification trainings

held at TIU #11 throughout the school year for new staff. The new training is 12-16 hours. The re-certification training will be held at SFSD and/or at the IU. It is 6-8 hour training and will be held throughout the school year.			
Lead Person/Position		**Year of Training**	
Direction of Special Education/TIU 11		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Positive Behavioral Interventions and Supports Implementation			
Lead Person/Position		**Year of Training**	
PBIS team		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	4	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Professional Online Training-Twenty hours of training are provided for each year of the Special Education Plan			
Lead Person/Position		**Year of Training**	
Instructor		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	4	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
Office of Vocational Rehabilitation and Planning for the Future			
Lead Person/Position		**Year of Training**	
Director of Special Education/OVR Representative		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

2	1	District Other	Paraprofessionals Special Education Teachers

Description of Training			
Transition for Parents			
Lead Person/Position		**Year of Training**	
Director of Special Education/TIU Representative		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	2	District Intermediate Unit	Building Administrators Parents Special Education Teachers

Science of Literacy

Description of Training			
PSSA Language Art Scores and benchmark scores will serve as indicators of student growth.			
Lead Person/Position		**Year of Training**	
Principals, Director of Special Educaiton		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	2	District	Building Administrators General Education Teachers Parents

			Special Education Teachers

Parent Training

Description of Training			
Help for Parents with Children Learning at Home, Strategies for Challenging Behavior, Supporting Inclusive Education--provided through online modules via ARC of PA			
Lead Person/Position		**Year of Training**	
Director of Special Education		2025 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	Other	Parents

Description of Training			
PBIS			
Lead Person/Position		**Year of Training**	
Special Education Director		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	6	Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

			Other

IEP Development

Description of Training			
Implementation of Specially Designed Instruction in the Regular Classroom			
Lead Person/Position		**Year of Training**	
Director of Special Education		2025 2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
IEP Writing			
Lead Person/Position		**Year of Training**	
IU		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date