

# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education 310  
School District Total Student Enrollment 2311  
Percent of Students Receiving Special Education 13.4

## Steering Committee

Name	Position/Role	Building	Email
Susan Lipsey	Director of Special Education	Selinsgrove Area SD	slipsey@seal-pa.org
Dr. Frank Jankowski	Superintendent	Selinsgrove Area SD	fjankowski@seal-pa.org
Brian Parise	Other	Selinsgrove Area SD	bparise@seal-pa.org
Dr. Matt Conrad	Building Principal	Selinsgrove Area HS	mconrad@seal-pa.org
Michelle Garman	Building Principal	Selinsgrove Area El Sch	mgarman@seal-pa.org
John Bohle	Building Principal	Selinsgrove Area MS	jbohle@seal-pa.org
Dr. Colton Moyer	Building Principal	Selinsgrove Area MS	cmoyer@seal-pa.org
Paul Bozella	Building Principal	Selinsgrove Area HS	pbozella@seal-pa.org
Paul Roman	Building Principal	Selinsgrove Intrmd Sch	proman@seal-pa.org
Jesse Moore	Parent	Selinsgrove Area SD	jessemooremusic@yahoo.com
Elizabeth Vasquez	General Education Teacher	Selinsgrove Intrmd Sch	evasquez@seal-pa.org
Tessa Moore	Parent	Selinsgrove Area SD	tkhandling@yahoo.com
Jenessa Richmond	Special Education Teacher	Selinsgrove Area El Sch	jrichmond@seal-pa.org
Laci Walter	Special Education Teacher	Selinsgrove Area HS	lwalter@seal-pa.org
David Hess	Board Member	Selinsgrove Area SD	dhess@seal-pa.org
Christopher Aikey	Board Member	Selinsgrove Area SD	caikey@seal-pa.org
Lauren Walter	Parent	Selinsgrove Area SD	laurenwalter33@gmail.com
Jeremy Walter	Parent	Selinsgrove Area SD	jwalter@mifflinburg.org

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Improvement and Planning Activity
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All special education staff will be instructed to follow all mandated guidelines for ensuring that all documents relating to special education for eligible students are completed accurately and according to timelines.
All special education staff will have access to PATTAN annotated documents.
All special education staff will participate in a file review of current special education students.
Procedures have been updated to oversee the supervision of transition goals and services, including students placed out of district.
Annual training opportunities are available for special education staff.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Improvement and Planning Activity
Selinsgrove Area School District aims for full participation in state assessments. SASD will continue to strive for all students to participate. SASD will encourage parents to allow students to participate in state assessments.
Selinsgrove Area School District is currently realigning English Language Arts, Math, and Science curriculums.
Selinsgrove Area School District will provide research based reading and math intervention based on local assessment data.

## Education Environments (Indicator 5)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

**Significant Disproportionality - Discipline**

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

# Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

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

There are no 1306 facilities within Selinsgrove Area School District. However, the LEA understands its responsibilities should such a facility open within our District's boundaries in the future. The host school 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 (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400).

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

During the § 1306 student's tenure in the facility within the host school district, the LEA must ensure that students with disabilities receive FAPE in accordance with their IEPs and all mandated procedural protections are provided. The host school district must facilitate an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a virtual/teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. The parent and the host school district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five (5) business days of the student's admission to the institution per 22 PA Code 11.11 (b). If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the five (5) day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host school district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's educational placement must be made without delay. 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. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14,15, and 16 along with Section 504 of the

Rehabilitation Act of 1973. In addition, the IEP Team should consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs.

## Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?  
Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Snyder County Prison	Prison	Other	1

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).  
The Snyder County Prison is located within the boundaries of Selinsgrove Area School District. The district contracts with the Central Susquehanna Intermediate Unit #16 to provide educational programming for incarcerated youth. The records request from the Correctional Education Resource Center is initiated. The incarcerated youth is interviewed by both prison and CSIU staff, and the individual is informed of educational opportunities. If the student elects to receive services, an analysis of the records occurs to determine the previous placement and services that were provided. When needed, an evaluation occurs and new ER/RR are developed. Subsequently an IEP is also developed. Communication between the Selinsgrove Area Director of Special Education, high school administration, school counselor, and the CSIU supervisors ensures implementation of FAPE.

## Least Restrictive Environment

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

The Selinsgrove Area School District (SASD) continues to be committed to (1) educating its students within the boundaries of the school district and (2) involving students in the general curriculum/environment for the maximum amount of time appropriate for the individual student. After the district has exhausted all supports and resources without success, then SASD will consider settings outside of the district. The Selinsgrove Area School District has developed a continuum of services to provide a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) for all eligible students residing in the district. The Individual Education Plan (IEP) team determines the program type and level of service based on the individual needs of each student. The recommended educational placement is always the LRE that is most appropriate and allows the student to make adequate progress towards their IEP goals. The School Performance Plan (SPP) targets and the district's percentages as they relate to Indicator 5-Educational Environments (Ages 6-21), confirms the district's successful approach to Least Restrictive Environment. Selinsgrove Area School District is above the state average (61.8%) with 76.5% of special education students being educated inside the regular education setting for 80% or more of the day. Additionally, we are below state average (9.9%) with 7.3% of special education students being educated inside the regular education setting for 40% or less of the day. Lastly, SASD has less than the state average (4.4%) of students educated in other settings.

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?

Universal practices to address academic and social/emotional needs of all students are applied through the systematic application of our academic, mental health and social/emotional/behavior system of support. Academic benchmarking, universal design for learning, accommodations, guidance led classes at the K-5 level, and social/emotional learning (SEL) practices, as well as trauma informed practices, are embedded within the core curriculum. Students requiring specific intervention to address academic or behavioral needs are provided with a program of academic interventions as a layer on top of instruction, positive behavior support and related interventions as part of our Multi Tier System of Supports (MTSS) and School-Wide Positive Behavior Support (SWPBIS) initiatives. A variety of instructional delivery models are available to ensure that students are educated in the least restrictive environment, including co-teaching models and supported models involving the integration of paraprofessionals into the regular education classroom. The District also has a 1:1 technology program in place, allowing assistive technology, including a variety of devices, to be readily available to all. Additionally, The Selinsgrove Area School District directly employs four full-time reading intervention specialists, two full-time math intervention specialists, and six reading and math intervention tutors who provide daily interventions to students in Tier 2 and Tier 3 levels of need. Additionally, SASD employs two full-time school social workers and eight full time guidance counselors who offer social/emotional supports to students.

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

Selinsgrove Area School District (SASD) is committed to academic programming that is driven by the goal to provide quality education for life-long learning. We believe all students can learn and succeed given appropriate standards-based curriculum and research-based instruction. We believe academic excellence is achieved through quality instruction supported by continuous, focused staff development which models life-long learning. SASD Curriculum Council meets on a regular basis throughout the school year and includes the Director of Special Education and special education professional staff. When new programs are being piloted or considered, implementation of specially designed instruction and differentiation aspects are highly considered to allow students with disabilities to have purposeful and meaningful engagement in the general education curriculum. Special education administration, faculty, and staff work collaboratively with our general education administration, faculty, and staff to ensure the general education curriculum is delivered to

students with disabilities using appropriate supplementary aids and services that yield growth and achievement. SASD is highly motivated to provide quality professional development, coaching, and feedback to ensure all students are meeting outcomes to the maximum extent appropriate with their general education peers. Additionally, our professional development planning is individualized based on the faculty/staff position and area of need. SASD partners with CSIU and PATTAN to provide high quality professional development to special education professionals and paraprofessionals on a regular basis throughout the calendar year.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The District uses a variety of supplemental aides and services to ensure meaningful participation of students with disabilities in extracurricular activities at the Elementary, Middle, and Secondary levels. Students who require individualized support from a staff member to meaningfully participate are provided with paraprofessional support to access activities. Each paraprofessional is given training opportunities based on their current position and expectations for supporting students. Extracurricular staff members are provided with information and training to implement modifications and supports for students by the IEP case manager, related service providers, and administration. Additionally, SASD has a district-wide common planning period prior to the beginning of each student day, which allows opportunities for collaboration within and across grade levels throughout the district.
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? The Selinsgrove Area School District implements procedures to ensure that students who are in out-of-district placements have the opportunity to participate in district led extracurricular activities. SASD provides supports including special transportation to ensure students can take part in extra curriculars and special events even when they are not educated on our campus. Outside educational placements are a last resort and only occurs when the nature or severity of the disability is such that education in the general education setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily. To ensure that students are reintegrated with their non-disabled peers, the IEP team regularly reviews the progress of students in out-of-district placements and creates a transition plan to return the student to a less restrictive setting. In addition, the student is able to participate in district activities, with support from paraprofessionals or nursing staff to ensure the meaningful participation.
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 Selinsgrove Area School District evaluates existing programs, services, and staffing on an on-going basis throughout the school year. In collaboration with CSIU 16, SASD holds early intervention transition meetings which allows us to plan for the incoming students identified with special needs and identify potential needs. Using caseload projections, trends in service provision, case manager meetings, and a review of the level of need of identified students, the District is able to build capacity of existing staff to meet current needs, expand services to meet the projected needs and continually provide a continuum of services across the district. When a student with a specific exceptional needs moves into the district or is identified, the multi-disciplinary teams makes every effort to design programming to fit the needs of the student. Within the last four years, the district has opened one elementary autistic support classroom, one intermediate autistic support classroom, one middle school emotional support classroom, and added a school social worker position to build capacity and meet the needs the specific needs of our students.



Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
5 Star - Watsonstown	Other	Intermediate Unit Program	CSIU 16	Emotional Support	2
5 Star- Sunbury	Other	Intermediate Unit Program	CSIU 16	Emotional Support	1
Work Foundations	Other	Intermediate Unit Program	CSIU 16	Life Skills Support	2
Work Foundations	Other	Intermediate Unit Program	CSIU 16	Autistic Support	2
New Story-Selinsgrove	Licensed Private Academic		New Story	Emotional Support	1

## Positive Behavior Support

Date of Approval  
2014-10-06

### Uploaded Files

Positive Behavior Policy.pdf

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

The Selinsgrove Area School District offers a multitude of emotional and social supports to students with disabilities. SASD currently employs eight full time guidance counselors. Students in grades K-5 receive weekly guidance lessons focused on social-emotional learning. Additionally, SASD will begin using a social emotional universal screener at the beginning of the 2023-24 school year. Students in grades 6-12 receive instruction via the Health curriculum on social/emotional health topics. The special education department provides an alternate social-emotional and relationships curriculum for students in our middle and high school low incidence classrooms. Additionally, the school district employs two full time school social workers who each respectively service grades K-5 and 6-12. Our guidance counselors and school social workers also serve as a liaison between families, the school district, and outside agencies. Within the last three years, the school district has also opened three emotional support classrooms. The middle school program provides support to students in grades 6-8 and currently serves three students. The intermediate school classroom services six students and the elementary classroom supports eight students. Students with emotional, behavioral, and social needs are educated in the least restrictive environment and are only placed in a more restrictive setting or type of support when the nature of their disability is such that education in the regular education setting is not appropriate despite use of supplementary aids and services. The IEP team shall develop a Positive Behavior Support Plan if the student requires specific intervention to address behaviors that impede their learning or the learning of others. The identification, evaluation, and plan shall be conducted and implemented in accordance with state and federal laws and regulations.

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 Selinsgrove Area School District Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of safe holds or other aversive techniques. The use of safe holds shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Safe Crisis Management (SCM) techniques are utilized to de-escalate student behaviors. The district has two trainers that train staff each year.

3. Describe the district positive school wide support programs.

The Selinsgrove Area School District utilizes a plethora of interventions and supports in each building to ensure students are in the least restrictive environment, and implements several different School-Wide Positive Behavior Intervention Supports (PBIS). PBIS is a proactive approach to rewarding appropriate behaviors school-wide. Schools that implement school-wide systems of positive behavior support focus on a team-based system approach and

teaching the desired student behaviors to all students in the school. The benefits to school-wide behavior programs are noted as: increased attendance, student and teacher reporting of a more positive and calm environment, reduction in the proportion of students who engage in behavioral disruptions and reduction in the number of behavioral disruptions. Each building in SASD has its own PBIS system in place. Selinsgrove Area Elementary School: Our Positive Behavior Interventions and Supports uses the three-tiered approach of universal interventions (for all students and settings), secondary interventions (for students who are at-risk), and tertiary interventions (for individual students needing specialized assistance). Students follow the "SEAL" for success program. SEAL stands for " Show respect, Exercise safety, Act responsibly, and Listen to learn. Students receive SEAL cents when they display appropriate behaviors throughout the building. Teachers and staff members will give the students a paper SEAL cent and praise them for a job well done. Students can redeem their SEAL cents, one time each week, for a leveled prize. Flyers are displayed throughout the building with the month's prizes. Selinsgrove Area Intermediate School: At Selinsgrove Intermediate Elementary, third through fifth grade has the "SEAL" program. "SEAL" stands for Show Respect, Exercise Safety, Act Responsibly, and Listen to learn. Students receive tickets for demonstrating these behaviors in all areas of the school building. Each week students can turn these tickets in for a small prize. The more tickets a student earns the bigger the prize opportunities. At the end of the marking period 25 tickets are picked from a bucket and students receive even larger prizes. At the end of the year two students names are picked to win a brand new bike. Selinsgrove Area Middle School: At Selinsgrove Area Middle School, we use "Seal Tokens" which are handed out by all staff members to students who are meeting the behavior expectations at any given time. The tokens can be turned in for a piece of candy and an entry to win a mountain bike at the end of the year. Teachers write seals of excellence post cards which are given out to students for positive behavior and then mailed home to parents. Selinsgrove Area High School: . It is the responsibility of each high school student to learn the behaviors expected while attending the Selinsgrove Area High School. Students are expected to practice the principles of good citizenship. To encourage positive behaviors, the high school has posters throughout the building displaying the building's expectations and appropriate behaviors by location (restroom, locker room, nurse, gymnasium, etc). Recognition assemblies are held to highlight students who are making good choices and displaying exceptional behavior in and out of the classroom. The morning announcements highlight accomplishments, as well as daily postings on website/social media pages.

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

The Selinsgrove Area School District does not currently utilize school-based behavioral health services, however we applied for services last year and this year with CCBH. We are hoping to be approved for the 2023-2024 school year. Despite currently not having school-based behavioral health services, the interagency relationship between Selinsgrove Area School District and local providers is strong and collaborative in nature. The district consistently utilizes Child and Adolescent Social Service Program (CASSP) meetings to address significant behavioral and mental health needs. In addition, the district provides support services through our school psychologists, school social workers, and guidance department. Our team of counselors and psychologists are in each school building, and provide support to develop self-concepts, relational skills, work with families and social service agencies, develop preventative educational programs, as well as organize and run student groups and individual sessions for at-risk students and students with social/emotional needs.

5. Describe the district restraint procedure.

Per Selinsgrove Area School District Board policy, use of physical restraints to control acute or episodic aggressive behavior may only be used 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 ineffective. The Director of Special Education or designee shall notify the parent/guardian as soon as possible 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 (FBA), re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to

address the inappropriate behavior. 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 only if: 1. The restraint is used with specific component elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. 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 students 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 him/herself 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.

Currently, Selinsgrove Area School District has two students who are placed on Instruction Conducted in the Home. The IEP teams meet on a regular basis to discuss current options being considered and additional options that have become available. Of the two students, an appropriate educational placement has been obtained and the student will begin in their placement within a short amount of time. The other student will continue to receive daily instruction in a local community setting and virtually for a total of four hours per day. All instruction in the home is provided by teachers holding PA certifications. When the Selinsgrove Area School District is having difficulty ensuring Free Appropriate Public Education (FAPE) for an individual student, the district utilizes the Child and Adolescent Social Service Program (CASSP) system involving local agencies. Additionally, SASD works closely with PATTAN, CSIU 16, and PDE to find available placement and additional supports for the family and student.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills HS	Secondary	Full-time (1.0)	02/28/2023 11:54 AM

<b>Building Name</b>		
Selinsgrove Area 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%)		10
<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>
		0.5

<b>Building Name</b>		
Selinsgrove Area 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	21 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Seals Den	Secondary	Full-time (1.0)	02/28/2023 11:48 AM
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<b>Building Name</b>		
Selinsgrove Area 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%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	18 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Despite the age range, all students receive the proper services per their IEP. The age range is due to students receiving education in high school until age 21.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 4	Secondary	Full-time (1.0)	02/28/2023 11:46 AM

<b>Building Name</b>	
Selinsgrove Area HS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	15

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Selinsgrove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Learning Support HS 3	Secondary	Full-time (1.0)	02/28/2023 11:42 AM

<b>Building Name</b>		
Selinsgrove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Despite the age range, all students receive the proper services per their IEP. The age range is due to students receiving education in high school until age 21.		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 2	Secondary	Full-time (1.0)	02/28/2023 11:38 AM

<b>Building Name</b>		
Selinsgrove Area HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 1	Secondary	Full-time (1.0)	02/28/2023 11:36 AM

<b>Building Name</b>		
Selinsgrove Area 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	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Selinsgrove Area 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%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
Despite the age range, all students receive the proper services per their IEP. The age range is due to students receiving education in high school until age 21.		0.7

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 3	Multiple	Full-time (1.0)	02/28/2023 11:28 AM

<b>Building Name</b>
Selinsgrove Area 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Selinsgrove Area 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)		25
<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>		
Selinsgrove Area 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)		25
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 21

<b>Age Range Justification</b>	<b>FTE %</b>
All students receive appropriate services as per their IEP despite the age range. Students who remain in high school until they are 21 continue to receive speech services.	0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills MS	Secondary	Full-time (1.0)	02/28/2023 11:17 AM

<b>Building Name</b>	
Selinsgrove Area 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%)	4
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
<b>Age Range</b>	<b>Age Range</b>
	11 to 14
<b>Age Range Justification</b>	<b>FTE %</b>
	0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support MS	Secondary	Full-time (1.0)	02/28/2023 11:15 AM

<b>Building Name</b>
Selinsgrove Area MS
<b>Support Type</b>
Emotional Support

<b>Support Sub-Type</b>		
Emotional Support		
<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 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Selinsgrove Area 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	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>Building Name</b>		
Selinsgrove Area 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School LS 8	Secondary	Full-time (1.0)	02/28/2023 11:10 AM

<b>Building Name</b>		
Selinsgrove Area 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)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Selinsgrove Area 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	14 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Middle School LS 7	Secondary	Full-time (1.0)	02/28/2023 11:08 AM

<b>Building Name</b>		
Selinsgrove Area 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)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Middle School LS 6	Secondary	Full-time (1.0)	02/28/2023 11:06 AM

<b>Building Name</b>		
Selinsgrove Area MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Selinsgrove Area 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%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Speech 2	Elementary	Full-time (1.0)	02/28/2023 11:04 AM

<b>Building Name</b>		
Selinsgrove Area 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)		7



<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.11

<b>Building Name</b>		
Selinsgrove Intrmd 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)		44
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.68

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Autistic Support IS	Elementary	Full-time (1.0)	02/28/2023 10:58 AM

<b>Building Name</b>		
Selinsgrove Intrmd 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)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.62

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Emotional Support IS	Elementary	Part-time (0.5)	02/28/2023 10:56 AM

<b>Building Name</b>		
Selinsgrove Intrmd 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%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>Building Name</b>		
Selinsgrove Intrmd 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>

	0.04
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 5	Elementary	Full-time (1.0)	02/28/2023 10:52 AM

<b>Building Name</b>		
Selinsgrove Intrmd 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	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

<b>Building Name</b>		
Selinsgrove Intrmd Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 4 IS	Elementary	Full-time (1.0)	02/28/2023 10:49 AM

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<b>Building Name</b>		
Selinsgrove Intrmd 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)		23
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 3 IS	Elementary	Part-time (0.5)	02/28/2023 10:46 AM

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<b>Building Name</b>		
Selinsgrove Intrmd 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)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 1	Elementary	Full-time (1.0)	02/28/2023 10:39 AM

<b>Building Name</b>	
Selinsgrove Area 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)	52
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range Justification</b>	
0.8	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support ES	Elementary	Full-time (1.0)	02/28/2023 10:35 AM

<b>Building Name</b>
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Selinsgrove Area 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)		14
<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>
		0.28

<b>Building Name</b>		
Selinsgrove Area 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	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Emotional Support ES	Elementary	Part-time (0.5)	02/28/2023 10:31 AM

<b>Building Name</b>		
Selinsgrove Area 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Selinsgrove Area 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)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
Selinsgrove Area 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%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support ES	Elementary	Full-time (1.0)	02/28/2023 10:26 AM

<b>Building Name</b>		
Selinsgrove Area 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)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 6
<b>Age Range Justification</b>		<b>FTE %</b>
NA		0.08

<b>Building Name</b>		
Selinsgrove Area 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%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25



<b>Building Name</b>		
Selinsgrove Area 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)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.5

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Intrmd Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 6 inches x 31 feet, 6 inches	803sqft	28
<b>Implementation Date</b>		
2023-02-28		
<b>Uploaded Files</b>		
ROOM 109_01ceac61.pdf		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Intrmd Sch		100
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2023-02-28		
<b>Uploaded Files</b>		
ROOM 100_f96e38b4.pdf		

### 2 Assurance Check

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

Building Name		Room #
Selinsgrove Intrmd Sch		200
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2023-02-28		
Uploaded Files		
ROOM 200_3d6c3c03.pdf		

### 3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Intrmd Sch		211
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 33 feet, 0 inches	973sqft	34
<b>Implementation Date</b>		
2023-02-28		
<b>Uploaded Files</b>		
ROOM 211_155ee9bc.pdf		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Intrmd Sch		157
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
<b>Implementation Date</b>		
2023-02-28		
<b>Uploaded Files</b>		

## 5 Assurance Check

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

Building Name		Room #
Selinsgrove Intrmd Sch		259
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 36 feet, 9 inches	918sqft	32
Implementation Date		
2023-02-28		
Uploaded Files		
ROOM 259_3c356211.pdf		

## 6 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area MS		C 104
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 3 inches x 25 feet, 6 inches	490sqft	17
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		
C104_f79c15ff.pdf		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area HS		1
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 41 feet, 0 inches	902sqft	32
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		

## 8 Assurance Check

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

Building Name		Room #
Selinsgrove Area MS		C 100
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 11 inches x 29 feet, 3 inches	845sqft	30
Implementation Date		
2023-03-03		
Uploaded Files		
C100_276275b8.pdf		

## 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	

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area HS		238
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		
ROOM 238_58d3a600.pdf		

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	

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area MS		D 206-207
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 2 inches x 48 feet, 3 inches	1745sqft	62
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		



11 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area HS		111
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 0 inches x 21 feet, 0 inches	609sqft	21
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		
ROOM 111_a03e733c.pdf		

12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area HS		202
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 30 feet, 0 inches	690sqft	24
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		
ROOM 202_b67094c6.pdf		

### 13 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area MS		C 106
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 3 inches x 15 feet, 3 inches	156sqft	5
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		

## 14 Assurance Check

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

Building Name		Room #
Selinsgrove Area MS		D 8-9
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 2 inches x 41 feet, 9 inches	1509sqft	53
Implementation Date		
2023-03-03		
Uploaded Files		
D 8-9_ae1c3145.pdf		

## 15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area MS		D 224-225
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
36 feet, 2 inches x 49 feet, 3 inches	1781sqft	63
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		
D 224-225_29fc77fc.pdf		

16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area HS		3-4
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
39 feet, 0 inches x 58 feet, 0 inches	2262sqft	80
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		

17 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area HS		229
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 5 inches x 30 feet, 0 inches	642sqft	22
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		
ROOM 229_c086cb9c.pdf		

18 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area El Sch		C 104
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 0 inches x 21 feet, 0 inches	378sqft	13
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		
C104_880ebdd4.pdf		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area El Sch		D 100
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		

## 20 Assurance Check

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

Building Name		Room #
Selinsgrove Area El Sch		E 305
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 5 inches x 45 feet, 0 inches	1188sqft	42
Implementation Date		
2023-03-03		
Uploaded Files		
E305_bbc22a08.pdf		

## 21 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Selinsgrove Area El Sch		E 306
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
<b>Implementation Date</b>		
2023-03-03		
<b>Uploaded Files</b>		
E306_75189581.pdf		

**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	



## Special Education Support Services

### 23Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	.5	Secondary	District
Paraprofessionals	38	District Wide	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	1	Elementary	District
Social Worker	1	Secondary	District
Guidance Counselor	8	District Wide	District
Other	1	District Wide	District
Other	1	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
VB-MAPP Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
PATTAN Autism Consultants, CSIU, Director of Special Education, Internal Coaches, Autistic Support Teachers			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	12	District Intermediate Unit PaTTAN	Parents Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Applied Behavior Analysis			
<b>Lead Person/Position</b>			<b>Year of Training</b>
PATTAN Autism Consultants, CSIU, Director of Special Education, Internal Coaches, Autistic Support Teachers			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	20	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
National Autism Conference			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

20	4	Other	General Education Teachers Paraprofessionals Special Education Teachers
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### Positive Behavior Support

<b>Description of Training</b>			
Social Emotional Learning/Trauma Informed Practices Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mr. Brian Parise, Asst. Superintendent			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	4	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Safe Crisis Management De-Escalation and Safe Physical Intervention Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, 2 District Lead Trainers, JKM Management			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	6	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
School Wide Positive Behavior Support			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Building Principals/Lead Teachers			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Executive Functioning Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/Assistant Superintendent			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	General Education Teachers Parents Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>			
Intermediate Unit Wide Paraprofessional Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/CSIU			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	4	District Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
CSIU Paraprofessional Training Series			
<b>Lead Person/Position</b>			<b>Year of Training</b>
CSIU Professional Development Coordinator, SASD Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	8	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
First Aid/CPR			
<b>Lead Person/Position</b>			<b>Year of Training</b>
SASD School Police Chief			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Confidentiality Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Bloodborne Pathogens			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Assistant Superintendent			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	Paraprofessionals

<b>Description of Training</b>			
PATTAN trainings videos on various topics			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	20	PaTTAN	Paraprofessionals

<b>Description of Training</b>			
District Paraprofessional Training			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Paraprofessionals

Transition

<b>Description of Training</b>	
Indicator 13 Training	
<b>Lead Person/Position</b>	<b>Year of Training</b>

Director of Special Education/ CSIU Consultant/SASD Transition Coordinator			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6.5	1	Intermediate Unit	Special Education Teachers

<b>Description of Training</b>			
Early Intervention Transition Meetings-Transitioning to Kindergarten			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/CSIU Early Intervention Supervisor			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

<b>Description of Training</b>			
Transition Clinic-Post Secondary Planning			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Transition Coordinator			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers

## Science of Literacy

<b>Description of Training</b>			
LETRS (Language Essentials for Teachers of Reading and Spelling) Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Assistant Superintendent			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	12	District Other	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
New Teacher Induction and Annual Refreshers for current teachers-STAR, Dibels, Foundations, Heggerty, Running Records			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Assistant Superintendent			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	3	District	General Education Teachers Special Education Teachers

## Parent Training

<b>Description of Training</b>			
Office of Vocational Rehabilitation Training for Families			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Transition Coordinator			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District	Parents

<b>Description of Training</b>
--------------------------------



Parent Training on Special Education Topics (various)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education and District Staff			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	12	District	Parents

<b>Description of Training</b>			
ABA techniques for parents of students with Autism			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Staff			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	6	District Intermediate Unit PaTTAN	Parents

### IEP Development

<b>Description of Training</b>			
PULSE-Special Education Training for Principals			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
8	4	PaTTAN	Building Administrators

<b>Description of Training</b>	
Goal Writing and Progress Monitoring Dos and Don'ts Training	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Director of Special Education	

Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Special Education Teachers

Description of Training			
Specially Designed Instruction Implementation			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Re-Evaluation Writing Refresher and Training for New Staff			
Lead Person/Position		Year of Training	
Director of Special Education and School Psychologists			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers Other

Description of Training			
Annual Special Education IEP and RR procedures			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers Other



## 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

