

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 246
School District Total Student Enrollment 1569
Percent of Students Receiving Special Education 15.7

Steering Committee

Name	Position/Role	Building	Email
Mr. Gerald McLaughlin	Superintendent	Loyalsock Township SD	gmclaugh@ltsd.k12.pa.us
Mrs. Suzanne Foresman	Director of Curriculum	Loyalsock Township SD	sforesman@ltsd.k12.pa.us
Mrs. Lisa Fisher	Director of Special Education	Loyalsock Township SD	lfisher@ltsd.k12.pa.us
Dr. Matt Reitz	Building Principal	Loyalsock Twp SHS	mreitz@ltsd.k12.pa.us
Mrs. Heather Whary	Other	Loyalsock Township SD	hwhary@ltsd.k12.pa.us
Mrs. Sarah Arrigoni	General Education Teacher	Donald E. Schick Sch	sarrigoni@ltsd.k12.pa.us
Alicia Carner	Special Education Teacher	Loyalsock Twp SHS	acarner@ltsd.k12.pa.us
Mrs. Lisa Novotny	General Education Teacher	Donald E. Schick Sch	lnovotny@ltsd.k12.pa.us
Mrs. Allison Walk	Parent	Loyalsock Township SD	awalk@ltsd.k12.pa.us
Mr. Melvin Wentzel	Board Member	Loyalsock Township SD	mwentzel@ltsd.k12.pa.us

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)

Improvement and Planning Activity
Based upon the Special Education Data Report for 2019-2020, the Loyalsock Township School District had a graduation rate of 85% and did not meet the SPP/APR target of 85.9% and did not meet the statewide average of 89.1%.
In order to address the graduation rate at the Loyalsock Township School District, goals targeting intervention, remediation, attendance, and professional development have been built in order to address and monitor the factors that have a direct correlation with graduation success or failure. A system of targeted interventions have been built at the elementary, middle, and high school levels. Staff have been trained in utilizing systems to analyze and pull data in order to target the student population that needs specific interventions. Grouping students appropriately, targeting the highest needs, and providing appropriate and impactful interventions will assist in closing gaps and progressing students to benchmarks. Summer intervention and remediation programs have been established at the elementary, middle, and high school levels as well. Attendance is being addressed at all three levels by utilizing data to examine trends and patterns, targeted communications with families, truancy letters and truancy court, and a systematic level of supports that promotes attendance through positive reinforcement. Data meetings have been built into the school day for teachers, counselors, and administrators to pull student data, create groups, and plan interventions accordingly. Graduation rate is affected by many factors, so having the time and tools to be able to access the information and plan accordingly is critical. These goals are focused at all three levels as preventative strategies and also immediate intervention strategies.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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

The Loyalsock Township School District does not currently host a 1306 facility. If there was a facility, or one in the future, the District would strive to work with all stakeholders to ensure that the student was provided an education within the least restrictive environment. As acting LEA, the District would provide all educational services, and be an active member on the IEP team for each student. As part of the IEP team the District would review all information of the students, discuss appropriate programming and the specific goals tied to the needs in the present levels of performance. With this information the District would assist in determining the placement within the LRE. The District would assume the responsibilities of providing a FAPE to each student within the placement, and utilize the local Intermediate Unit and home school districts to obtain all accurate records. Ongoing communication would be critical to providing the most impactful programming to meet students' needs.

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

Although the Loyalsock Township School District does not host a 1306 facility, the District would ensure consistent and thorough communication throughout the timeframe of placement for each student to home districts and all stakeholders involved. Required members of the IEP team in accordance with Chapter 14 would be invited, the District would serve as acting LEA, and any/all outside agency representatives serving the role as a support to the student would be active members of the team.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

Based on the Special Education Data Report, and most specifically Indicator 5, the Loyalsock Township School District has educational environment percentages very similar to the state average. The district data displays 67.6% inside the regular education environment 80% or more, while the state average is 61.5%. This percentage is evidence that IEP teams are thoroughly discussing strengths and needs, ensuring their educational placement and programming is meeting their needs, yet also placing students within their least restrictive environment. The Loyalsock Township School District has a percentage of 16.4% within the education environment of inside the regular class less than 40%, while the state average is 9%. "SE in other settings" is lower than the state average, as there isn't a sample size large enough to calculate a percentage for the district. We are not meeting the target for placements inside the regular education setting less than 40% of the day. This may be correlated to our overrepresentation in the disability category of Intellectual Disability compared to the state average. The district has a percentage of 10.9% and the state average is 6.3%. However, the percentage of total identified students is lower than the state average. Caseloads are appropriate and compliant with Chapter 14 guidelines. Looking back at the last 3 years of Special Education Data Reports, it is consistent that the district is over the state average for students inside the regular class less than 40%. Our student population is small, which makes the percentage of target groups within our population of students who are identified much higher.

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

The Loyalsock Township School District is attentive to addressing the needs of each individual learner and ensuring that accommodations are in place to create accessible learning environments. The district has in place Intervention Teams for each grade level starting in the Elementary school through eighth grade. At these meetings we utilize data that comes from i-Ready Learning diagnostics, Aimsweb benchmarks, and FastBridge SAEBS social-emotional screeners. Academic benchmark data is collected in math, reading, and writing. The District has a Student Assistance Program (SAP) that meets regularly and discusses students with social-emotional challenges. The Second Step Curriculum, a research based social-emotional curriculum, is utilized in our emotional support settings, but also utilized for other students with challenges in this area. The district contracts with Diakon so that students can receive their counseling within the school setting to deter any barriers such as a lack of transportation. The district employs their own Trauma Counselor in order to provide supports and services to the students referred by the SAP team. This counselor can also provide a family component to the services that she provides to accommodate continuity between home and school. The Middle School implements Positive Behavior Intervention and Supports (PBIS), the framework of interventions that promote positive behaviors and expectations within the school setting. The Elementary and High Schools both offer PBIS-like programs but not directly under that framework. The Elementary, Middle, and High School all have intervention specialists who intervene at the universal level, and can also provide check-in/check-out interventions to students as needed. At the Elementary School the School Counselors provides whole group instruction in each classroom within the cycle of related arts.

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

The Loyalsock Township School District allows and encourages regular education and special education staff to take advantage of training sessions offered by PDE, BLAST IU 17, and PaTTAN, and outside agencies. The district also utilizes Vector Solutions, which is a platform that offers online training resources. These resources include trainings that are pertinent to staff across the entire district, not just professional staff. Trainings are also available and required on professional development days that directly tie to the universal practices listed in the previous field. i-Ready has provided professional development to staff in order to learn the usage of the program and how to pull and use the data. Professional development has been provided by FastBridge to our counselors,

who then presented the SAEBRS screener to staff. The PBIS core team at the Middle School has utilized BLAST IU 17 to help guide and develop the PBIS program. The Supervisor of Curriculum and Instruction and the Supervisor of Special Education attend their respective Coordinator's Meetings at BLAST IU 17 monthly in order to stay up-to-date with regulations, state mandated initiatives, evidence-based models, and best practice techniques. At these trainings Supervisors are also able to learn of new programming, services, and supports that our students could benefit from. The Loyalsock Township School District has also made great efforts throughout the years to train teachers in co-teaching models that are effective and promote inclusion of students with disabilities. Students are supported within the regular education setting, which provides access to the general education curriculum.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The Loyalsock Township School District utilizes a variety of supplementary aides and services to ensure that meaningful participation is accessible to all students. The supplementary aids and services are based upon each individual students' strengths and needs. We utilize co-teaching models and para professional supports in order to provide small group instruction, and supports directly provided throughout direct instruction and independent practice. Some students are provided testing accommodations within small group settings, tests read aloud, and modified assessments. Assistive technology, alternate materials, modified curricular goals, modified pace of instruction, and individualized behavior support plans are utilized as appropriate and agreed upon by the IEP team. Students are also provided extended time and sensory input options when necessary. Supplementary aids and services are agreed upon by the IEP team in accordance with Chapter 14 guidelines.

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 Loyalsock Township School District is part of the IEP team when a student has moved placements to a private institution or alternate education setting. The Supervisor of Special Education attends all IEP meetings for students placed outside the school district to ensure the student is placed in the least restrictive environment. The district does not place many students outside of the district in private institutions, but when they are placed in a residential treatment facility or private facility it is at the recommendation of a medical professional or other agency, not the school. The Supervisor of Special Education is still an active member in the IEP team meetings. The students are allowed participation in school events and activities with nondisabled peers whenever possible according to school district policy or stipulations agreed upon by administration and families.

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 Loyalsock Township School District continually evaluates the student population, the specific needs, incoming students, and growth in numbers to best provide programming and supports to students. The district opened an elementary Autistic Support Classroom this year in order to serve the population of students who require this type of programming. In years prior, an additional elementary emotional support program was opened for students in grades k-2, supplemental learning support at the middle school, and supplemental learning support at the elementary school. As the district has the needs, determined by evaluation reports and IEP's, the programs are evaluated for growth and development. IEP teams meet to determine the most appropriate placement according to needs and then the student is placed appropriately. Between the programming the district has, and classroom placements contracted through BLAST IU 17, the whole continuum of services is available to meet all students needs within the Loyalsock Township School District.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story Selinsgrove	Licensed Private Academic		New Story	Emotional Support	1
BLaST South Academy	Other	Special Education Center Based	BLaST IU 17	Emotional Support	1
Loyalsock Valley Elementary School/ Montoursville Area SD	Other	Neighboring School District	BLaST IU 17	Multiple Disabilities Support	2
Jersey Shore Area Middle School/ Jersey Shore Area SD	Other	Neighboring School District	BLaST IU 17	Multiple Disabilities Support	1
Jersey Shore Area High School/ Jersey Shore Area SD	Other	Neighboring School District	BLaST IU 17	Multiple Disabilities Support	2
Central Elementary School/ South Williamsport Area SD	Other	Neighboring School District	BLaST IU 17	Autistic Support	1
Donald E Schick Elementary/ Loyalsock Township SD	Other	LTSD	BLaST IU 17	Life Skills Support	4
Montoursville Area Middle School/ Montoursville Area SD	Other	Neighboring School District	BLaST IU 17	Life Skills Support	2
Montoursville Area High School/ Montoursville Area SD	Other	Neighboring School District	BLaST IU 17	Life Skills Support	3
East Lycoming High School/ East Lycoming SD	Other	Neighboring School District	BLaST IU 17	Autistic Support	2
Loyalsock Township Middle School/ Loyalsock Township SD	Other	LTSD	BLaST IU 17	Autistic Support	2
Lycoming Day Treatment	Licensed Private Academic		Lycoming County Children and Youth and BLaST IU 17	Emotional Support	1
Justice Works Youth Care/ Compass Academy	Approved Private School (APS)		Justice Works Youth Care/ Compass Academy	Emotional Support	2

Positive Behavior Support

Date of Approval

2013-07-01

Uploaded Files

Behavior Support Policy.pdf

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

The Loyalsock Township School District has clearly defined school-wide behavior expectations at each level, elementary, middle, and high. Each school utilizes consistent language in order to teach these expectations so that students are provided the instructional components of appropriate social and communicative skills. There is an intervention staff member available at each building in order to support these expectations and intervene at the universal level. A universal screener, SAEBRS, is utilized and results are analyzed by the district trauma counselor and school counselors in order to identify those students in need of a tier 2 or 3 intervention. During SAP (student assistance program) meetings a team of professionals including the school social worker, trauma counselor, school counselors, and building administrators target high needs and create individualized plans. This team looks at attendance data to help support plans for students who are not attending due to social and emotional distress. The Second Step Curriculum, a research based social-emotional program, is utilized in emotional support programs K-8 to provide resources and supports to teachers to directly instruct social emotional challenges. School Counselors at the elementary school provide instruction to targeted groups, and the middle and high school counselors meet with students regularly to provide one on one supports and check-in's.

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 emotional support teacher at the Loyalsock Township Middle School annually attends a "train the trainer" course in order to provide QBS, crisis prevention training, to district staff. Teachers, para professionals, and administrative staff are trained in de-escalation techniques. Techniques taught are both verbal and physical, with an emphasis on the least intrusive, only to move to the most intrusive in the event of a serious safety issue. This year the trained emotional support teacher provided nonphysical de-escalation training to the entire para professional and elementary staff. He maintains certifications with annual trainings and also trains newly certified professional staff. In the middle school, the PBIS core team meets regularly to examine data and create plans to decrease problematic behaviors. When a plan is put into place the information is disseminated to the entire staff. These positive behavior supports intentionally target the behaviors that the data is showing to be the most heightened that month. The PBIS coach on the core team helps train and plan initiatives, and also presents to the staff at faculty meetings. The core team attends trainings at BLAST IU 17 and brings that information, best practice techniques, and strategies back to the school to present to staff. The elementary and high school both have school-wide expectations, school-wide incentives, and routine rewards that incentivize following the expectations. The building administrators regularly train staff at faculty meetings on the current discipline issues and how they will utilize incentives and monthly activities to drive positive outcomes.

3. Describe the district positive school wide support programs.

For those students who are identified and receive special education services, positive behavior support plans are individualized and embedded in the IEP's

for students who require additional supports with behavior management. These plans carefully define the antecedent strategies, prevention strategies and replacement behaviors. These plans are built on the preface of utilizing positive strategies and incentives to curve negative or non-preferred behaviors. Positive behavior support plans are embedded in the IEP's of any student requiring behavior management supports district-wide. The middle school is actively utilizing the PBIS framework. They have a PBIS core team and internal coach that goes to trainings at BLAST IU 17 to develop the school-wide system. There have also been coaches from the BLAST IU 17 who have come to the school to meet with the team. They have expectations defined for each school environment with lesson plans and videos to provide the instruction per expectations to students. The middle school core team has created a flow chart of managing behaviors for consistency of staff, collected surveys to create incentives, and also created a flow chart of discipline. The positive approach creates preventative strategies but also curves behaviors before they escalate. Students who do not follow expectations are required to complete a retraining form to provide reflection of the behavior of question and instruct upon the replacement behavior. They have tier 1 defined and initiated, and are working towards rolling out tier 2. At the elementary school they have regularly scheduled school-wide assemblies that students have to earn that highlights the positive happenings around the school. They also give out "Schick Heroes" to those who are following the expectations. The Schick Hero's then provide more opportunities to earn more incentives throughout the week and month. They also utilize their school counselors and intervention specialist to do reteaching of appropriate behaviors. Utilizing reteaching strategies is a positive intervention that provides the instructional component to behavioral management. The high school has incentives built within their annual calendar that students have to earn. These programs, activities, and school-wide functions need to be earned through positive behaviors, and the consequential response is demerits that take away their opportunity to participate.

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

The Loyalsock Township School District cooperatively works with neighboring agencies to provide behavioral health services to students, as well as supports directly within the District. The district contracts with Lycoming-Clinton Joinder Program to provide a school social worker who works directly with students as well as families. School counselors in every building provide tier 1 and tier 2 supports through whole group instruction as well as small targeted and individual sessions. Individual plans are created for students as a behavioral health intervention to gather data and intervene prior to a formal evaluation. Intervention specialists are stationed in every building to also intervene at the universal level and immediately. Intervention specialists provide check-in/check-out programming for students and also conduct reteaching of inappropriate and non-preferred behaviors. The district contracts with Diakon and allows their services to be provided within the school setting. Students can receive counseling in an environment that they attend daily; which eliminates the barriers of going to counseling outside of the school setting. It also eliminates barriers that the family might have in order to receive counseling and mental/behavioral health services. The District employs a trauma counselor who provides scheduled counseling to those students who are referred by the SAP teams at each building. This is a district-wide service, so there is continuity among siblings and families across the district.

5. Describe the district restraint procedure.

The Loyalsock Township School District uses QBS, Quality Behavioral Solutions, as the non-violent crisis prevention program across the district. The middle school emotional support teacher is a certified trainer of QBS and attends annual trainings to maintain certification. He is able to provide the training to district staff on verbal de-escalation techniques as well as non-harmful physical restraints. QBS focuses on the safety, care, and wellbeing of students. All non-physical de-escalation techniques are used first and foremost. The only time district staff utilizes physical management is when the student is being a safety concern to themselves or others. All administration across the district are trained in QBS. Selective special education, regular education staff and intervention specialists are trained. All para professionals, and this year all elementary staff, were trained in verbal de-escalation techniques. The use of physical management is determined by IEP teams and documented in the IEP's of those students who become a danger to themselves or others.

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.

The Loyalsock Township School District is not currently utilizing the education placement Instruction Conducted in the Home. The district strives to place every student in the least restrictive environment as recommended by the IEP team. The district teams with Lycoming-Clinton County Child and Adolescent Service System Program (CASSP) coordination to assist with coordinating services with a variety of agencies in the County for those students with the most challenging needs. The district utilizes the continuum of services to place students in the most appropriate programming. The district always strives to coordinate and team with agencies and programs to provide supports that maintain the least restrictive environment within the school setting. Some of those supports include behavioral health services such as BHT, mobile therapy, and behavioral health case management. Other agency participation includes MH/ID supports, Diakon counseling, and emotional support programming. The district also coordinates services with partial hospitalization programs and residential treatment facilities. The district maintains cooperative and healthy relationships with all outside agencies that provide supports to our students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NeISPLTELEM	Elementary	Full-time (1.0)	03/25/2023 08:48 AM

Building Name		
Donald E. Schick Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		58
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.89

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LamASLTELM	Elementary	Full-time (1.0)	03/25/2023 08:38 AM

Building Name		
Donald E. Schick Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PrinESLTELM	Elementary	Full-time (1.0)	03/25/2023 08:37 AM

Building Name	
Donald E. Schick Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Itinerant (20% or Less)	9
Identify Classroom	Classroom Location Age Range
School District	Elementary 5 to 8
Age Range Justification	FTE %
	0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BenESLTELM	Elementary	Full-time (1.0)	03/25/2023 08:39 AM

Building Name	
Donald E. Schick Sch	
Support Type	

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LopLSLTELM	Elementary	Full-time (1.0)	03/31/2023 12:24 PM

Building Name		
Donald E. Schick Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
The IEP team has added an age range justification for some students. Schick Elementary School is a Pre-K-5th grade public elementary school and therefore the age range may exceed more than 3 years. The PA Special Education Regulations state that the age range in a k-6 placements can not exceed 3 years. Due to this, the student may be in the classroom at times with students who exceed the 3 year range per IEP team decision and it will not impede programming.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SpnLSLTELM	Elementary	Full-time (1.0)	03/25/2023 08:22 AM

Building Name		
Donald E. Schick Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TwigLSLTELM	Elementary	Full-time (1.0)	03/25/2023 08:39 AM

Building Name		
Donald E. Schick Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HausLSLTELM	Elementary	Full-time (1.0)	03/25/2023 08:17 AM

Building Name		
Donald E. Schick Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ThomESLTMS	Secondary	Full-time (1.0)	03/24/2023 09:49 PM

Building Name		
Loyalsock Twp MS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

Building Name		
Loyalsock Twp MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MuthLSLTMS	Secondary	Full-time (1.0)	03/24/2023 09:39 PM

Building Name		
Loyalsock Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.36

Building Name		
Loyalsock Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ZimLSLTMS	Secondary	Full-time (1.0)	03/24/2023 09:50 PM

Building Name	
Loyalsock Twp MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	9

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Loyalsock Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AsiLSLTMS	Secondary	Full-time (1.0)	03/24/2023 09:26 PM

Building Name		
Loyalsock Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14

Age Range Justification	FTE %
	0.28

Building Name		
Loyalsock Twp MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CarESLTHS	Secondary	Full-time (1.0)	03/24/2023 09:50 PM

Building Name		
Loyalsock Twp SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 21
Age Range Justification		FTE %
The IEP team has added an age range justification for some students. The LTHS is a 9-12 grade public high school and therefore the age range may exceed more than 4 years, especially if students who receive special education services stay until age 21. The PA Special Education Regulations state that the age range in a secondary placements can not exceed 4 years. Due to this, the student may be in the classroom at times with students who exceed the 4 year range per IEP team decision and it will not impede programming.		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JohnLSLTHS	Secondary	Full-time (1.0)	03/24/2023 09:03 PM

Building Name		
Loyalsock Twp SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HadLSLTHS	Secondary	Full-time (1.0)	03/24/2023 09:01 PM

Building Name		
Loyalsock Twp SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WallSLTHS	Secondary	Full-time (1.0)	03/24/2023 09:00 PM

Building Name		
Loyalsock Twp SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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MuthLSLTHS	Secondary	Full-time (1.0)	03/24/2023 08:58 PM
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Building Name		
Loyalsock Twp SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 21
Age Range Justification		FTE %
		0.6

Special Education Facilities

Building Name		Room #
Donald E. Schick Sch		F3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 26 feet, 0 inches	312sqft	11
Implementation Date		
2023-05-01		
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	

Building Name		Room #
Donald E. Schick Sch		E9
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-05-01		
Uploaded Files		

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 #
Donald E. Schick Sch		A19
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 23 feet, 0 inches	414sqft	14
Implementation Date		
2023-05-01		
Uploaded Files		

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	

Building Name		Room #
Donald E. Schick Sch		A16
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2023-05-01		
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	

Building Name		Room #
Donald E. Schick Sch		B7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 25 feet, 0 inches	475sqft	16
Implementation Date		
2023-05-01		
Uploaded Files		

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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 #
Donald E. Schick Sch		F7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 26 feet, 0 inches	312sqft	11
Implementation Date		
2023-05-01		
Uploaded Files		

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	

Building Name		Room #
Donald E. Schick Sch		A21
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 23 feet, 0 inches	506sqft	18
Implementation Date		
2023-05-01		
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	

Building Name		Room #
Loyalsock Twp MS		A8
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2023-05-01		
Uploaded Files		

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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 #
Loyalsock Twp MS		B13
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2023-05-01		
Uploaded Files		

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	

Building Name		Room #
Loyalsock Twp MS		B7
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2023-05-01		
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	

Building Name		Room #
Loyalsock Twp MS		A12
School Building		Building Description
Middle		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		
2023-05-01		
Uploaded Files		

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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	

Building Name		Room #
Loyalsock Twp SHS		F124
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 26 feet, 0 inches	312sqft	11
Implementation Date		
2023-05-01		
Uploaded Files		

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	

Building Name		Room #
Loyalsock Twp SHS		G4
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 44 feet, 0 inches	1144sqft	40
Implementation Date		
2023-05-01		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Loyalsock Twp SHS		G1
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 40 feet, 0 inches	1040sqft	37
Implementation Date		
2023-05-01		
Uploaded Files		

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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 #
Loyalsock Twp SHS		G3
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 26 feet, 0 inches	416sqft	14
Implementation Date		
2023-05-01		
Uploaded Files		

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	

Building Name		Room #
Loyalsock Twp SHS		D1
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
Implementation Date		
2023-05-01		
Uploaded Files		

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	

Special Education Support Services

17Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	4 PT	Elementary	District
Paraprofessionals	3 PT	Secondary	District
Paraprofessionals	9 FT	Secondary	District
Paraprofessionals	7 FT	Elementary	District
School Psychologist	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	3	Secondary	District
Other	1 Trauma Counselor	District Wide	District
Other	1 Intervention Specialist	Elementary	District
Other	1 Intervention Specialist	Secondary	District
Social Worker	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Autism Connection Series: A series of trainings and networking opportunities for teachers, support staff, and administrators who teach individuals with Autism			
Lead Person/Position		Year of Training	
Jim Rinehimer, BLaST IU 17			
Hours Per Training	Number of Sessions	Provider	Audience
5	3 per year	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers Other

Description of Training			
Special Education Coordinator's Meetings- monthly meetings held at BLaST IU 17: BLaST IU 17 has provided trainings on Autism Curriculum, best practice techniques, and programming. TeachTown, Autistic Support Curriculum, provided a training this year.			
Lead Person/Position		Year of Training	
BLaST IU 17, Director of Student Services			
Hours Per Training	Number of Sessions	Provider	Audience
4	1 per month	Intermediate Unit Other	Building Administrators Central Office Administrators Other

Description of Training			
Students in the district diagnosed with Autism are provided the continuum of services, including itinerant supports, supplemental programming, and strategic inclusion. The professional staff is trained annually on supplementary aids and services, modifications, accommodations, and strategies, programming and curriculum to best meet the needs of these students.			
Lead Person/Position		Year of Training	
District Special Education Supervisor, Autistic Support Teacher			
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers
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Positive Behavior Support

Description of Training			
QBS Training: Training of verbal de-escalation techniques and physical management. This training provides staff with the knowledge and skill to de-escalate a situation or student with a positive approach.			
Lead Person/Position		Year of Training	
Jamie Thomas, Middle School Emotional Support Teacher, and QBS trainer			
Hours Per Training	Number of Sessions	Provider	Audience
7 hours per training	5	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Highly Qualified Para Professional Training- all para professionals in the district will complete the training to maintain highly qualified status. They will also be provided trainings to earn 20 professional development hours per year.			
Lead Person/Position		Year of Training	
High Qualified Trainer, IU 17, and District Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience

5	5	District Intermediate Unit	Paraprofessionals
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Description of Training			
Annual Para Professional Conference- this conference is offered through the IU annually. Para Professionals are able to choose their breakout sessions with topics that they want to further develop and learn about.			
Lead Person/Position		Year of Training	
BLaST IU 17 Para Professional Conference Leader			
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Intermediate Unit	Paraprofessionals

Description of Training			
Para professionals are provided a training at the beginning of each school year to inform and instruct best practice techniques pertaining to classroom management, verbal de-escalation, instructional strategies, and maintaining professional rapport with students.			
Lead Person/Position		Year of Training	
District Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
3	1 annually	District	Paraprofessionals

Transition

Description of Training			
Indicator 13/ Transition			
Lead Person/Position		Year of Training	
Jeff Pelley IU 17, and District Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience

1	1 per year	District Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers
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Description of Training			
Transition Agency Supports: Loyalsock Township Secondary teachers provide information pertaining to support services for students within the transition ages. Agency participation and training is made available to staff so that they can provide it to parents in IEP meetings.			
Lead Person/Position		Year of Training	
Agency Supports, Office of Vocational Rehabilitation			
Hours Per Training	Number of Sessions	Provider	Audience
1	1 per year	Other	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Annual Transition Conference- Pennsylvania College of Technology			
Lead Person/Position		Year of Training	
Transition Coordinator and Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
6	1 annually	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training

Transition Council Meetings: individual student meetings including all agency supports that will benefit them in the present and post high school. These council meetings assist in training parents and students with available and valuable supports.			
Lead Person/Position		Year of Training	
Transition Coordinator, District Special Education Supervisor, BLaST IU 17 Indicator 13 Liason			
Hours Per Training	Number of Sessions	Provider	Audience
1.5 hours	4 per year	District Intermediate Unit Other	Building Administrators Parents Special Education Teachers Other

Science of Literacy

Description of Training			
Series of professional development on the components of literacy, data collection, and utilizing data to plan interventions and supports.			
Lead Person/Position		Year of Training	
Supervisor of Curriculum and Instruction			
Hours Per Training	Number of Sessions	Provider	Audience
1-2	3 annually	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parent Local Task Force			
Lead Person/Position		Year of Training	
Jeff Pelley, IU 17			
Hours Per Training	Number of Sessions	Provider	Audience

1	4 per year	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Parent information/ Special Education Content Posts: The District Special Education Supervisor provides written trainings on the district website to provide trainings in a virtual manner. Historically, there has been low participation with in-person trainings, so the trainings have been moved online in a narrative manner.			
Lead Person/Position		Year of Training	
District Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
1	4 per year	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
IEP development, review, and training on changes required on IEP's in the district			
Lead Person/Position		Year of Training	
District Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience

2	8 per year	District Intermediate Unit	Special Education Teachers
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Description of Training			
Indicator 13- required transition information that is required to be written in IEP's for students 14-21			
Lead Person/Position			Year of Training
Jeff Pelley, BLAST IU 17, and District Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
1	1 annually	District Intermediate Unit	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

