

# Loyalsock Township School District

## Special Education Plan 2026 – 2029

### Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Loyalsock Township SD		117414203	
<b>Address 1</b>			
1605 Four Mile Drive			
<b>Address 2</b>			
<b>City</b>	<b>State</b>	<b>Zip</b>	
Williamsport	PA	17701	
<b>Director of Special Education Name</b>			
Lisa Fisher			
<b>Director of Special Education Email</b>			
lfisher@loyalsocklancers.org			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
5703235326		1011	
<b>Chief Administrator Name</b>			
Dr. Brooke M Beiter			
<b>Chief Administrator Email</b>			
bbeiter@loyalsocklancers.org			

### Special Education Students

**Total Number of Students Receiving Special Education:** 240

**School District Total Student Enrollment:** 1544

**Percent of Students Receiving Special Education:** 15.5

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Dr. Brooke Beiter	Superintendent	Loyalsock Township SD	bbeiter@loyalsocklancers.org
Lisa Fisher	Director of Special Education	Loyalsock Township SD	lfisher@loyalsocklancers.org
Heather Whary	Other	Loyalsock Township SD	hwhary@loyalsocklancers.org
Dr. Teri Key	Director of Curriculum	Loyalsock Township SD	tkey@loyalsocklancers.org
Marc Walter	Building Principal	Donald E. Schick Sch	mwalter@loyalsocklancers.org
Dr. Rachelle Ackerman	Building Principal	Loyalsock Twp MS	rackerman@loyalsocklancers.org
Stephen Hafele	Building Principal	Loyalsock Twp SHS	shafele@loyalsocklancers.org
Alicia Carner	Teacher	Loyalsock Twp SHS	acarner@loyalsocklancers.org
Samantha Johnson	Teacher	Loyalsock Twp SHS	sjohnson@loyalsocklancers.org
Jennie Snyder	Parent	Loyalsock Township SD	jsnyder@loyalsocklancers.org

## **School District Areas of Improvement and Planning - Indicators**

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

### **Timely Initial Evaluations (Indicator 11)**

**Indicator not flagged at this time.**

### **Secondary Transition (Indicator 13)**

**Indicator not flagged at this time.**

### **Graduation (Indicator 1)**

**Indicator not flagged at this time.**

### **Drop Out (Indicator 2)**

**Indicator not flagged at this time.**

### **Assessment (Indicator 3)**

**Indicator not flagged at this time.**

### **Education Environments (Indicator 5)**

**Indicator not flagged at this time.**

### **Parent Involvement (Indicator 8)**

**Indicator not flagged at this time.**

### **Early Childhood Transition (Indicator 12)**

**Indicator not flagged at this time.**

### **Post-School Outcomes (Indicator 14)**

**Indicator not flagged at this time.**

### **Resolution Sessions (Indicator 15)**

**Indicator not flagged at this time.**

## **Mediation (Indicator 16)**

**Indicator not flagged at this time.**

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

District has completed all monitoring corrective action/improvement plans.

## Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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## Non-Resident Students Oversight

### 1. Is your School 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. The District would assume child find responsibilities as the host district to ensure the identification of all students who are eligible and in need of special education services. The District's certified School Psychologist would conduct the evaluation, and then a certified Special Education Teacher would develop the IEP based on the needs outlined within the evaluative process. The IEP meeting would include all necessary participants outlined in Chapter 14, including representatives from the 1306 facility.

### 2. Describe the School 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. Through the transition process back to the District, the IEP team would host a meeting to produce a transition plan to ensure the student is successful. Class schedules would be produced based on academic levels and supports outlined within the IEP. The IEP team would review the IEP and make the necessary changes in accordance to the transition.

## **Incarcerated Students Oversight**

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

No

**Describe the system of oversight the School 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).**

N/A

## Least Restrictive Environment

### 1. **Review the School District's most recent 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 76.4% inside the regular education environment 80% or more, while the state average is 61.7%. 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 13.4% within the education environment of inside the regular class less than 40%, while the state average is 10.3%. "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 population size in the disability category of Intellectual Disability compared to the state average. The district has a percentage of 5.7% and the state average is 6.1%. 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 three 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 School 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 Rhithm 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 Peekapak 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 Elementary and Middle School implements Positive Behavior Intervention and Supports (PBIS), the framework of interventions that promote positive behaviors and expectations within the school setting. The High School is in the beginning implementation and staff training for PBIS, yet has already implemented student incentive systems, as well as direct instruction with school-wide expectations. The High School will be prepared to rollout Tier 1 and 2 in the 2026-2027 school year.

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 School District 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. Trainings are 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 Rhithm to our counselors, who then presented the screener to staff. The PBIS core team at the Elementary, Middle, and High School have utilized BLaST IU 17 to help guide and develop the PBIS program. The High School is also utilize a TAC representative from BLaST IU 17 to train their PBIS team. 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 student's strengths and needs. We utilize co-teaching models and paraprofessional 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 School District procedures that ensure, 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-led 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 and educational process. 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 School 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 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
Central Elementary School/ South Williamsport Area SD	Other	Neighboring School District	BLaST IU 17	Autistic Support	1
River Rock Academy	Approved Private School (APS)		River Rock Academy Customized Alternative Education Services	Emotional Support	1
Jersey Shore Area Middle School/ Jersey Shore Area SD	Other	Neighboring School District	BLaST IU 17	Multiple Disabilities Support	1
BLaST South Academy	Other	Special Education Center Based	BLaST IU 17	Emotional Support	1
Jersey Shore Area High School/ Jersey Shore Area SD	Other	Neighboring School District	BLaST IU 17	Multiple Disabilities Support	2
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	1
East Lycoming High School/ East Lycoming SD	Other	Neighboring School District	BLaST IU 17	Autistic Support	1
Loyalsock Township Middle School	Other	LTSD	BLaST IU 17	Autistic Support	1
Lycoming College/ Bridge Program	Other	College	BLaST IU 17	Life Skills Support	1

## Positive Behavior Support

### Date of Approval

2013-07-01

### Uploaded Files

Behavior Support Policy.pdf

#### 1. **How does the School 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, Rhithm, 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 Peekapak Curriculum, a research based social-emotional program, is utilized in emotional support programs K-5, and the Second Step Curriculum 6-8, 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, paraprofessionals, 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. The emotional support teacher provided nonphysical de-escalation training to the paraprofessional staff, administrative team, and the school police officer group, along with many other teaching professionals. 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 at the high school 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 middle 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 School District's 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.

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. This year the high school constructed a core team and started building their Tier 1 system with support from BLaST IU 17. They will be prepared to rollout a more defined system next school year.

**4. Describe the School District's 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 two school social workers who work 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 School District's restraint procedure.**

The Loyalsock Township School District uses QBS, Quality Behavioral Solutions, as the nonviolent 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. The trainer 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 paraprofessionals, and in previous years 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)	02/19/2026 11:10 AM

<b>Building Name</b>		
Donald E. Schick 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)		36
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Itinerant speech and language supports are not delivered with all students on the caseload together. They are provided services on an individual basis, or small groups within the same grade level and age span.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LamASLTELM	Elementary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Donald E. Schick Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The IEP team has added an age range justification for some students. Schick Elementary School is a 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 cannot 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.		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
PrinESLTELM	Elementary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>	
Donald E. Schick Sch	
<b>Support Type</b>	
Emotional Support	
<b>Support Sub-Type</b>	
Emotional Support	
<b>Level of Support</b>	<b>Case Load</b>

Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 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>
BenESLTELM	Elementary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>	
Donald E. Schick 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)	12
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Elementary
<b>Age Range Justification</b>	<b>FTE %</b>
	0.24

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
DayLSLTELM	Elementary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Donald E. Schick Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
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.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SpnLSLTELM	Elementary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>
Donald E. Schick Sch
<b>Support Type</b>
Learning Support
<b>Support Sub-Type</b>
Learning Support

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
TwigLSLTELM	Elementary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Donald E. Schick Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MortLSLTELM	Elementary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Donald E. Schick 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)		34
<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>
		0.68

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ThomESLTMS	Secondary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Loyalsock Twp MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

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

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MuthLSLTMS	Secondary	Full-time (1.0)	02/19/2026 11:10 AM

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

Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Loyalsock Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ZimLSLTMS	Secondary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Loyalsock Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Loyalsock Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	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>
RossLSLTMS	Secondary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Loyalsock Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.28

<b>Building Name</b>		
Loyalsock Twp MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CarESLTHS	Secondary	Full-time (1.0)	02/19/2026 11:10 AM

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<b>Building Name</b>		
Loyalsock Twp SHS		
<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)		16
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
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 cannot 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.		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JohnLSLTHS	Secondary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Loyalsock Twp SHS		
<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	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HadLSLTHS	Secondary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>	
Loyalsock Twp SHS	
<b>Support Type</b>	
Learning Support	
<b>Support Sub-Type</b>	
Learning Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	17
<b>Identify Classroom</b>	<b>Classroom Location</b>
School District	Secondary
	<b>Age Range</b>
	15 to 18
<b>Age Range Justification</b>	<b>FTE %</b>
	0.34

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ClarLSLTHS	Secondary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Loyalsock Twp SHS		
<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	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MuthLSLTHS	Secondary	Full-time (1.0)	02/19/2026 11:10 AM

<b>Building Name</b>		
Loyalsock Twp SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 20

<b>Age Range Justification</b>	<b>FTE %</b>
<p>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 cannot 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.</p>	0.4

## Special Education Facilities

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

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Donald E. Schick Sch		E9
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		

2023-05-01
<b>Uploaded Files</b>

**2Assurance Check**

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

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

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

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

**4 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Donald E. Schick Sch		B7
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 0 inches x 25 feet, 0 inches	475sqft	16
<b>Implementation Date</b>		
2023-05-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Donald E. Schick Sch		F7
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 0 inches x 26 feet, 0 inches	312sqft	11
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

#### 6Assurance Check

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

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

**7 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Loyalsock Twp MS		A8
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
<b>Implementation Date</b>		
2023-05-01		
<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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Loyalsock Twp MS		A1
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 28 feet, 0 inches	672sqft	24
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

**9Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Loyalsock Twp MS		C3
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
<b>Implementation Date</b>		
2023-05-01		
<b>Uploaded Files</b>		

**10 Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Loyalsock Twp MS		A12
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2023-05-01		

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

<b>Building Name</b>		<b>Room #</b>
Loyalsock Twp SHS		D5
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 40 feet, 0 inches	920sqft	32
<b>Implementation Date</b>		
2024-09-01		
<b>Uploaded Files</b>		

**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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Loyalsock Twp SHS		H9
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 50 feet, 0 inches	1150sqft	41
<b>Implementation Date</b>		
2024-08-01		
<b>Uploaded Files</b>		

**13Assurance Check**

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

<b>Building Name</b>		<b>Room #</b>
Loyalsock Twp SHS		G4
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 44 feet, 0 inches	1144sqft	40
<b>Implementation Date</b>		
2023-09-01		
<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	
The location of the class has been maintained for at least 3 school years.		No

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

<b>Uploaded Files</b>

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

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

**16 Assurance Check**

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

## Special Education Support Services

### 17 Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	3 PT	Elementary	District
Paraprofessionals	1 PT	Secondary	District
Paraprofessionals	9 FT	Secondary	District
Paraprofessionals	12 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	2	District Wide	Contractor
Other	1 Intervention Specialist	Elementary	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BLaST IU 17, Director of Student Services		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1 per month	Intermediate Unit Other	Building Administrators Central Office Administrators Other

<b>Description of Training</b>			
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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Special Education Supervisor, Autistic Support Teacher		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers

		Other	Paraprofessionals Special Education Teachers
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Description of Training			
Local Task Force 17			
Lead Person/Position		Year of Training	
BLaST IU 17/ Dana Vermilya, Professional Chairperson		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	5	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

## 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		2026 2027 2028 2029	
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

Description of Training			
PBIS, Tiered Trainings			
Lead Person/Position		Year of Training	
TAC Facilitators, BLaST IU 17		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7 hours per training	3	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
QBS Train the Trainer			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BLaST IU 17 Coordinated Services		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1 a year	Intermediate Unit	Other

**Paraprofessional**

<b>Description of Training</b>			
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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
High Qualified Trainer, IU 17, and District Special Education Supervisor		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
5	1 session for newly hired paraprofessionals	District Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Annual Paraprofessional Conference- this conference is offered through the IU annually. Paraprofessionals are able to choose their break-out sessions with topics that they want to further develop and learn about.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BLaST IU 17 Paraprofessional Conference Leader		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	1 per year	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Paraprofessionals are provided a training at the beginning of each school year to inform and instruction best practice techniques pertaining to classroom management, verbal de-escalation, instructional strategies, and maintaining professional rapport with students.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Special Education Supervisor		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1 annually	District	Paraprofessionals

<b>Description of Training</b>	
First Aid and Safety/ CPR/ AED Training	
<b>Lead Person/Position</b>	<b>Year of Training</b>

UPMC		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	Other	Paraprofessionals Other

### Transition

<b>Description of Training</b>			
Indicator 13/ Transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Becca Baier, BLaST IU 17, and District Special Education Supervisor		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 per year	District Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

<b>Description of Training</b>	
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.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Agency Supports, Office of Vocational Rehabilitation, Amy Kelch	2026 2027 2028

		2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1 per year	Other	Building Administrators Central Office Administrators Special Education Teachers

<b>Description of Training</b>			
Transition Conference- Pennsylvania College of Technology			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Transition Coordinator and Special Education Supervisor		2027 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1 annually	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>	
Transition Council Meetings: individual student meetings including all agency supports that will benefit them in the present and post high school. This council meetings assist in training parents and students with available and valuable supports.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Transition Coordinator, District Special Education Supervisor, BLaST IU 17 Indicator 13 Liaison	2026 2027

		2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1.5 hours	4 per year	District Intermediate Unit Other	Building Administrators Parents Special Education Teachers Other

<b>Description of Training</b>			
Transition Coordinator's Meetings, District Transition Leads attend to be trained on available supports and resources that are relevant to the presentation at transition council meetings			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Dana Vermilya, BLaST IU 17		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	3	Intermediate Unit	Special Education Teachers

### Science of Literacy

<b>Description of Training</b>	
Series of professional development on the components of literacy, data collection, and utilizing data to plan interventions and supports.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Supervisor of Curriculum and Instruction	2026 2027

		2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1-2	3 annually	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
(ECRI) Enhanced Core Reading Instruction			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN Consultant, Pam Kastner		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	5	Intermediate Unit PaTTAN	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
Vocabulary Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN Consultant, Pam Kastner		2026	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	3	PaTTAN	General Education Teachers Special Education Teachers
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Description of Training			
MTSS			
Lead Person/Position		Year of Training	
PaTTAN Consultant		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	until developed through all buildings	PaTTAN	Building Administrators General Education Teachers Special Education Teachers

### Parent Training

Description of Training			
Parent Local Task Force			
Lead Person/Position		Year of Training	
BLaST IU 17 Dana Vermilya		2026 2027 2028 2029	
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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<b>Description of Training</b>			
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.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
District Special Education Supervisor		2026 2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
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		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	8 per year	District Intermediate Unit	Special Education Teachers

Description of Training			
Indicator 13- transition information that is required to be written in IEP's for students 14-21			
Lead Person/Position		Year of Training	
Becca Baier, BLaST IU 17, and District Special Education Supervisor		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1 annually	District Intermediate Unit	Special Education Teachers

## Signatures & Affirmations

Approval Date

### Uploaded Files

Special Education Plan Affirmation.pdf

- 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**