

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
East Lycoming SD		117412003
<b>Address 1</b>		
349 Cemetery St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Hughesville	PA	17737
<b>Director of Special Education Name</b>		
April Paulhamus		
<b>Director of Special Education Email</b>		
april.paulhamus@elsd.org		
<b>Director of Special Education Phone Number</b>	<b>Director of Special Education Ext</b>	
5705845841		
<b>Chief Administrator Name</b>		
Dr Mark Stamm		
<b>Chief Administrator Email</b>		
mstamm@elsd.org		

## Special Education Students

**Total Number of Students Receiving Special Education** 285

**School District Total Student Enrollment** 1647

**Percent of Students Receiving Special Education** 17.3



## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
April Paulhamus	Director of Special Education	East Lycoming SD	april.paulhamus@elsd.org
Cori Cotner	Director of Curriculum	East Lycoming SD	ccotner@elsd.org
Mark Stamm	Superintendent	East Lycoming SD	mstamm@elsd.org
Alexis Warf	Special Education Teacher	East Lycoming SD	awarf@elsd.org
Tom Coburn	Building Principal	Hughesville JSHS	tcoburn@elsd.org
Tara Buebendorf	Parent	East Lycoming SD	tbuebendorf@elsd.org
Rebecca Yerg	Board Member	East Lycoming SD	ryerg@elsd.org
Richard Reichner	Building Principal	Hughesville JSHS	rreichner@elsd.org
Jeremy Eck	Other	Hughesville JSHS	jeck@elsd.org
Josh Fry	General Education Teacher	Hughesville JSHS	jfry@elsd.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)

**Improvement and Planning Activity**

Based on the very low number of respondents to the parent survey, the LEA surveyed parents to ascertain the training and engagement needs of parents. The LEA submitted an Improvement Plan that outlined specific training and events provided for parent participation/ engagement. This was closed out on 9/21/2022

Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

Mediation (Indicator 16)

**Indicator not flagged at this time.**



School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.



## Identification Method

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

Discrepancy Model

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

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

No

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

Every year our annual public notice is put out to the public. This notice includes our district's Child Find obligation, which includes all students that reside within the district, including any and all facilities that we host (whether they are an East Lycoming School District resident or not). If the district hosted a section 1306 facility, and was responsible for providing FAPE to identified students, the district would follow best practice by contacting the educational director of the facility quarterly to review which students might need special education services; provide qualified special education personnel and services as specified in the student IEPs; review and revise IEPs yearly as specified by law; be available on an ongoing basis to provide special education services to any new enrollees. If the district hosted a section 1306 facility, the facility would review the most recent Reevaluation Report, IEP, and NoRep to determine the entry level of services being provided. The facility and IEP team (team decision) would do a record review to either continue or change the educational placement to ensure that the student is in the least restrictive environment.

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

If the district hosted a section 1306 facility, and was responsible for providing FAPE to identified students, the district would follow best practice by contacting the educational director of the facility quarterly to review which students might need special education services; provide qualified special education personnel and services as specified in the student IEPs; review and revise IEPs yearly as specified by law; be available on an ongoing basis to provide special education services to any new enrollees. If the district hosted a section 1306 facility, the facility would ensure that the district is included on the IEP meetings, progress updates, and would ask for their involvement in the transition planning for the return to the district.

## 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).**

Every year our annual public notice is put out to the public. This notice includes our district's Child Find obligation, which includes all students that reside within the district, including any and all facilities that we host (whether they are an East Lycoming School District resident or not). There are no facilities located within the East Lycoming School District. Should East Lycoming School District have students that are incarcerated and in need of specially designed instruction, their services would be provided by the Williamsport Area School District along with support services being supplied through the BLaST Intermediate Unit 17. The District follows current regulation and BECs to ensure FAPE to identified students. Information regarding any East Lycoming School District student would be shared with the service provider.

## Least Restrictive Environment

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

The district is below the state average for educational placement in the "inside the regular class less than 40%" and other headings. The district is slightly higher in the "inside the regular classroom 80% or more of the day." Although the district is doing a nice job with LRE, this data shows that an area of improvement is the tracking of progress and interventions prior to referring students for a full multi-disciplinary evaluation.

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 East Lycoming School District's philosophy and practice is that a free and appropriate education (FAPE) is provided to every student with an IEP; moreover, FAPE must be delivered in the least restrictive environment as per the IEP Team. Students must not be removed from the regular classroom merely because of the severity of their disabilities. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms as required in their IEP, the East Lycoming School District ensures that those services are provided by using a variety of aids and services such as support staff, curricular modifications and/or adaptations, and/or technological devices on an individualized basis. The East Lycoming School District philosophy and practice is that the IEP team begins placement discussions with considering, and in most cases trying the regular education classroom, with the supplementary aids and services that the student needs to benefit from educational services. The IEP team plans to measure progress towards the goals and objectives in the student's IEP (not by mastering elements of the general curriculum), which should not be limited to academic progress alone.

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 East Lycoming School District philosophy and practice is that the IEP team begins placement discussions with considering, and in most cases trying the regular education classroom, with the supplementary aids and services that the student needs to benefit from educational services. The IEP team plans to measure progress towards the goals and objectives in the student's IEP (not by mastering elements of the general curriculum), which should not be limited to academic progress alone. The IEP team considers questions in sequence: makes the initial decision as to whether the student is eligible and in need of special education; determines his/her free and appropriate public education (FAPE) and designs the program using the most current IEP format; determines whether FAPE can be delivered in the regular classroom with the use of supplementary aids and services; and if not, then moves to the next step along the continuum to determine where FAPE can be delivered.

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

When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms as required in their IEP, the East Lycoming School District ensures that those services are provided by using a variety of aids and services such as support staff, curricular modifications and/or adaptations, and/or technological devices on an individualized basis. The East Lycoming School District also encourages students that are identified students to be actively involved in any extracurricular and nonacademic activities that interest them. Students participate with their nondisabled peers in a variety of activities including: sports teams, cheerleading, band, chorus, Student Council, etc. The opportunities are limitless and driven by the student's desire to participate in the activity.

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?**

If a more specialized setting is chosen, the District includes the student in school programs with non-disabled peers to the maximum extent appropriate. \* \*This wording is substantially taken from a PDE website on LRE, but reflects the policies and practices of the District. The district supports their regular education and learning support staff to attend professional development training offered through inservice training, PDE, PaTTAN, BLaST IU 17, and BER to enhance their knowledge and enable them to grow professionally and be equipped to support all students in inclusionary settings. In addition, the Supervisor of Special Education Services attends Supervisor and Coordinator monthly meetings offered by the BLaST IU 17 and the annual PDE Conference to keep updated on current best practices and research based strategies as well as discussing successful programming with local colleagues. An IEP team in the East Lycoming School District may choose a more specialized setting/placement if: the student will receive a greater benefit from education in a specialized setting than in a regular class; he/she is so disruptive as to significantly impair the education of other students in the class; or the cost of implementing a given student’s IEP in a regular classroom will significantly affect other students in the East Lycoming School District. Those students can attend a program specific to their educational needs operated by the BLaST Intermediate Unit 17 in neighboring district classrooms or in another classroom within another district if deemed the most appropriate. The Supervisor of Special Education attends IEP meetings and periodically visits the classroom to ensure their progress and the continued appropriateness of the placement. The IU has agreements with their host districts to allow for the students to participate in regular education classes to the maximum extent possible and educationally appropriate. The East Lycoming School District also encourages students that are identified students to be actively involved in any extracurricular and nonacademic activities that interest them. Students participate with their nondisabled peers in a variety of activities including: sports teams, cheerleading, band, chorus, Student Council, etc. The opportunities are limitless and driven by the student's desire to participate in the activity.

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 district needs to continue to look at programs being run by other districts and programs in conjunction with what is offered by Blast Intermediate Unit 17 as the intermediate unit is finding it hard to secure locations to run programs within school districts. The district opened its' own elementary autistic support classroom this current school year in order to expand our own program(s) in order to meet student needs while ensuring FAPE.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Blast South Academy	Other	Public Separate Facility	Blast Intermediate Unit 17	Emotional Support	5

		(non-residential			
Warrior Run High School	Other	District Run Program	surrounding district	Multiple Disabilities Support	1
Central Elementary	Other	IU classroom	Blast IU 17	Emotional Support	2
Scranton School of the Deaf and Hard of Hearing	Approved Private School (APS)		Scranton School of the Deaf and Hard of Hearing	Deaf and Hard of Hearing Support	1
Loyalsock Middle School	Other	IU classroom	Blast IU 17	Autistic Support	1

## Positive Behavior Support

### Date of Approval

2020-10-13

### Uploaded Files

Behavior Support Policy.docx

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

The East Lycoming School District's special education department works to include all students with their regular education peers to the maximum extent possible. Parent involvement is a critical aspect in the success of students and for success of the special education program. The district implements inclusive practices for all students and works to minimize pull-out services. Students who have been identified as needing special education services and specially designed instruction are provided with the supports needed to be successful in the regular education setting to the maximum extent appropriate. Opportunities and supports are provided by the district for students to be included in all aspects of their education. Students are removed from the regular education setting when their needs exceed the various supports provided through modifications and adaptations to the regular education curriculum. The overall district philosophy is promoted through in-service training, professional development, conferences, and instructional strategies. The district contracts with a social worker to be in the district five days a week. The social worker provides services to regular education and special education students and families in order to assist with meeting emotional and social needs. Diakon Counseling services are also available for students in need of counseling. The counseling sessions will take place during the school day. This supports students in need of this service and supports families from taking time outside of school to have these sessions.

**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 district shall provide opportunities for regular training, and retraining as needed, of staff in the use of specific procedures, methods, and techniques, including restraints, that will be used to implement positive behavior supports or interventions in accordance with the students' IEPs and School Board Policy. The district currently utilizes Quality Behavior Solutions (QBS). This training provides verbal and physical interventions in order to appropriately deescalate the student while maintaining safety to the student and staff. The physical interventions are only used when a student is in danger of harming oneself or others.

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

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. The School Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that

students shall be free from demeaning treatment and unreasonable use of restraints and other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies, and supports can be incorporated into a student's IEP. Aversive techniques are deliberate activities designed to establish a negative association with a specific behavior. Behavior support is the development, change, and maintenance of selected behaviors through the systematic application of behavior change techniques. Behavior Support Plan/Behavior Intervention Plan is a plan for students with disabilities who require specific interventions to address behavior that interferes with learning. A Positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques, and related services required to assist a student with a disability to benefit from special education. Positive techniques are methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards or preferred activities.

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

The district contracts with a social worker to be in the district five days a week. The social worker provides services to regular education and special education students and families in order to assist with meeting emotional and social needs. Diakon Counseling services are also available for students in need of counseling. The counseling sessions will take place during the school day. This supports students in need of this service and supports families from taking time outside of school to attend these sessions. The district contracts with Blast IU 17 to provide Autism consultation and behavior supports for students and teachers. The district is supportive of students that are in need of a partial hospitalization program by providing transportation to those programs.

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

Restraints are an application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: 1. Briefly holding a student, without force, to calm or comfort him/her. 2. Guiding a student to an appropriate activity. 3. Holding a student's hand to escort him/her safely from one area to another. 4. Hand-over-hand assistance with feeding or task completion. 5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. 6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used of balance and safety, safety harnesses in buses, and functional positioning devices. The Superintendent or designee shall ensure that the School Board policy #113.1, "Discipline of Students with Disabilities", is implemented in accordance with federal and state laws and regulations. The Superintendent or designee shall update and revise administrative regulations to implement any changes to the School Board policy. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary. Physical Restraints : Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. There are some staff members in every building within the district that have been trained on "Quality Behavior Solutions." This training teaches other de-escalation strategies first, but also teaches proper ways to restrain as a last resort and only if absolutely necessary. The Supervisor of Special



Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change in placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternate skills or behaviors.
3. Staff are authorized to use the restraint and have received the appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

**Mechanical Restraints:** Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified in an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

**Aversive Techniques:** The following aversive techniques of handling behavior are considered inappropriate and shall not be used in and of the ELSD educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water, or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

**Referral to Law Enforcement :** Subsequent to a referral to law enforcement, an updated functional behavior assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Supervisor of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan. A referral to Law Enforcement without an updated functional behavior assessment and Behavior Support Plan will only be made if the student's infraction involves alcohol or drugs, weapons, or bodily injury against another student.

## 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 District has not had difficulty ensuring FAPE for individual students or a particular disability. Although the district does not need to develop a plan, it is committed to administrative oversight and continuing professional development using a variety of venues, to ensure that our students receive FAPE in the least restrictive educational environments.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5 and 6 grade itinerant learning support	Elementary	Full-time (1.0)	11/15/2023 11:22 AM

<b>Building Name</b>		
Joseph C Ashkar El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sr. High Life Skills	Secondary	Full-time (1.0)	11/15/2023 11:17 AM

<b>Building Name</b>		
Hughesville JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age</b>

		<b>Range</b>
School District	Secondary	15 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at a time. She has different groups of kids at different times in the other age range.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jr, High Life Skills	Secondary	Full-time (1.0)	11/15/2023 11:16 AM

<b>Building Name</b>		
Hughesville JSHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9 and 10 learning support	Secondary	Full-time (1.0)	11/15/2023 11:13 AM

<b>Building Name</b>
Hughesville JSHS
<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)		30
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Sr. High Supplemental Learning Support	Secondary	Full-time (1.0)	11/15/2023 11:11 AM

<b>Building Name</b>		
Hughesville JSHS		
<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 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
7th and 8th grade learning support	Secondary	Full-time (1.0)	11/15/2023 11:04 AM

<b>Building Name</b>		
Hughesville JSHS		
<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)		38
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-6 Autistic Support	Elementary	Full-time (1.0)	11/09/2023 11:51 AM

<b>Building Name</b>		
Carl G Renn El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.88

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
K-6 itinerant learning support	Elementary	Full-time (1.0)	11/15/2023 10:46 AM

<b>Building Name</b>		
Carl G Renn El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at a time. She has different groups of kids at different times in the other age range.		0.15

<b>Building Name</b>		
Carl G Renn El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at a time. She has different groups of kids at different times in the other age range.		0.2

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Ashkar Elementary Learning Support	Elementary	Full-time (1.0)	11/15/2023 11:23 AM

<b>Building Name</b>		
Joseph C Ashkar El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at a time. She has different groups of kids at different times in the other age range.		0.48

<b>Building Name</b>		
Joseph C Ashkar El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IU Autistic Support	Secondary	Full-time (1.0)	11/15/2023 11:07 AM

<b>Building Name</b>		
Hughesville JSHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
Intermediate Unit	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Ashkar/ Renn	Elementary	Full-time (1.0)	11/15/2023 11:23 AM

<b>Building Name</b>		
Carl G Renn El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at a time. She has different groups of kids at different times in the other age range.		0.2

<b>Building Name</b>		
Joseph C Ashkar El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		50
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at a time. She has different groups of kids at different times in the other age range.		0.77

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Jr High Learning Support	Secondary	Full-time (1.0)	11/15/2023 11:23 AM

<b>Building Name</b>
Hughesville JSHS
<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	12 to 14
<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>
11th/ 12th itinerant learning support	Secondary	Full-time (1.0)	11/15/2023 11:23 AM

<b>Building Name</b>		
Hughesville JSHS		
<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)		30
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

<b>Building Name</b>		
Hughesville JSHS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elementary Supplemental Learning Support	Elementary	Full-time (1.0)	11/15/2023 11:23 AM

Building Name	
Joseph C Ashkar El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	15
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
The teacher has students within the appropriate age range at a time. She has different groups of kids at different times in the other age range.	0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ferrell Learning Support	Elementary	Full-time (1.0)	11/15/2023 11:19 AM

Building Name
George A Ferrell El Sch

<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher has students within the appropriate age range at a time. She has different groups of kids at different times in the other age range.		0.3

<b>Building Name</b>		
George A Ferrell El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
Elementary Lifeskills	Elementary	Full-time (1.0)	11/15/2023 11:20 AM

<b>Building Name</b>
Joseph C Ashkar El Sch

<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
The students are closer in the functional ability levels then what the age range shows.		0.4

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Hughesville JSHS		Supplemental Learning Su
<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 35 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Joseph C Ashkar El Sch		Supplemental Learning Su
<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>
21 feet, 0 inches x 36 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		
65644686199__29370DF8-86F2-4210-85C1-FCFD64B1E4C0_65a22725.jpeg		

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.		No

Building Name		Room #
Carl G Renn El Sch		Learning Support
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 23 feet, 0 inches	782sqft	27
Implementation Date		
2022-05-19		
Uploaded Files		

3Assurance Check

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



<b>Building Name</b>		<b>Room #</b>
Joseph C Ashkar El Sch		Supplemental LifeSkills
<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 36 feet, 0 inches	864sqft	30
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		
IMG_5667.jpeg		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Joseph C Ashkar El Sch		Speech and Language Supp
<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 12 feet, 0 inches	264sqft	9
<b>Implementation Date</b>		
2022-05-19		

<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.		No

<b>Building Name</b>		<b>Room #</b>
Hughesville JSHS		Supplemental Learning Su
<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 44 feet, 0 inches	1012sqft	36
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

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	

The location of the class has been maintained for at least 3 school years.		No
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<b>Building Name</b>		<b>Room #</b>
George A Ferrell El Sch		Learning Support
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
17 feet, 0 inches x 8 feet, 0 inches	136sqft	4
<b>Implementation Date</b>		
2022-05-19		
<b>Uploaded Files</b>		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hughesville JSHS		Life Skills Room
<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 35 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		

2023-11-09
<b>Uploaded Files</b>

8Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Hughesville JSHS		Life Skills Room
<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 35 feet, 0 inches	840sqft	30
<b>Implementation Date</b>		
2023-11-09		
<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.		No

<b>Building Name</b>		<b>Room #</b>
Carl G Renn El Sch		K-6 Autistic Support
<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>
34 feet, 0 inches x 23 feet, 0 inches	782sqft	27
<b>Implementation Date</b>		
2023-11-09		
<b>Uploaded Files</b>		

[10Assurance Check](#)

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



## Special Education Support Services

### 11Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1.0	District Wide	District
Transition Coordinator	.16	Secondary	District
Paraprofessionals	2	Elementary	District
School Psychologist	1.0	District Wide	District
Physical Therapist	.1	District Wide	Contractor
Occupational Therapist	.2	District Wide	Contractor
Guidance Counselor	2.0	Elementary	District
Social Worker	1.0	District Wide	Contractor
Guidance Counselor	2.0	Secondary	District
Paraprofessionals	5.5	Secondary	District
Behavior Specialist	.5	District Wide	Contractor

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
The teachers serving students with Autism will receive training to help enhance the learning to help ensure that they are using best practices in servicing students with Autism.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1 hour	6 sessions	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
Training will be on Quality Behavior Solutions (QBS). This will be to maintain the low number of restraints and continue to minimize the number of restraints for all students including students that are receiving special education services. This training will teach both verbal and physical interventions. Physical interventions will only be used at times that a student is a danger to himself/ herself or others.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Special Education Director		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
7	3	Intermediate Unit	Building Administrators General Education Teachers



			Paraprofessionals Special Education Teachers
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**Paraprofessional**

<b>Description of Training</b>			
All district paraprofessionals will maintain highly qualified status and meet the requirement for 20 hours of annual training. The training will be a combination of in person professional development and also infinitec and Pattan for online trainings.			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Special Education Director			2024 2025 2026 2027
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
20	based on length of various online trainings and professional development.	District Intermediate Unit PaTTAN Other	Paraprofessionals

<b>Description of Training</b>			
Paraprofessional Conference			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Blast IU 17		2024 2025 2026 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6 hours	3	Intermediate Unit	Paraprofessionals

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### Transition

Description of Training			
Transition Plans reviewed periodically			
Lead Person/Position		Year of Training	
Special Education Director and Transition Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Special Education Teachers

Description of Training			
Transition Coach at Blast Intermediate Unit 17 and transition coordinator of the district attend trainings in regards to updates to transition services and resources			
Lead Person/Position		Year of Training	
Transition Coordinator		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit	Other

### Science of Literacy

Description of Training			
Series of professional development on the tracking progress of reading fluency and reading comprehension with good data and interventions prior to a special education referral.			
Lead Person/Position		Year of Training	
Director of Curriculum		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators General Education Teachers Special Education Teachers

### Parent Training

Description of Training			
Parent Task Force			
Lead Person/Position		Year of Training	
Special Education Director and Blast Intermediate Unit 17		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	Intermediate Unit	Parents

IEP Development

Description of Training			
Periodic IEP review/ revisions/ and in house training on changes needed on IEPs in the district			
Lead Person/Position		Year of Training	
Special Education Director		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	District	Special Education Teachers

Description of Training			
IEP review and a model of pertinent information to be included in the IEP is provided to staff			
Lead Person/Position		Year of Training	
Special Education Director		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

## Signatures & Affirmations

Approval Date

2022-03-22

### Uploaded Files

ELSD Assurances.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x 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

Mark Stamm

### Date

2022-09-26

