

## Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 358

School District Total Student Enrollment 2093

Percent of Students Receiving Special Education 17.1

## Steering Committee

Name	Position/Role	Building	Email
Jim Estep	Superintendent	South Middleton SD	jestep@smsd.us
Alex Smith	Other	South Middleton SD	acs@smsd.us
Jennifer Chamberlin	Director of Special Education	South Middleton SD	jmc@smsd.us
Chelshea Pruznak	Other	South Middleton SD	cpruznak@smsd.us
Jessica Sharpe	Special Education Teacher	Boiling Springs HS	jsharp@smsd.us
David Robinson	Special Education Teacher	Yellow Breeches MS	dtr@smsd.us
Abby Baker	Special Education Teacher	W.G. Rice El Sch	abaker@smsd.us
Abby Book	Parent	Boiling Springs HS	abook@messiah.edu
Angela Doland	General Education Teacher	Yellow Breeches MS	adoland@smsd.us
Kevin O'Donnell	Director of Curriculum	South Middleton SD	KOdonnell@smsd.us
Jackie Murphy	Parent	W.G. Rice El Sch	jackiemurphy750@gmail.com
Julie Snyder	Parent	Iron Forge El Sch	juliebsnyder@gmail.com

## School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

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

Indicator not flagged at this time.

### Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

### Secondary Transition (Indicator 13)

Indicator not flagged at this time.

### Graduation (Indicator 1)

Indicator not flagged at this time.

### Drop Out (Indicator 2)

Indicator not flagged at this time.

### Assessment (Indicator 3)

Indicator not flagged at this time.

### Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

## School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities



Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

## Non-Resident Students Oversight

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

No

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

Under this code, the South Middleton School District, through its Child Find Process, is responsible for locating and evaluating all Section 1306 students, including those with suspected disabilities. The South Middleton School District is responsible for providing educational programs for students in a 1306 facility. For a student with a disability with an IEP or Service Agreement, the South Middleton School District is responsible for providing a free and appropriate public education (FAPE). For students eligible under Chapter 14, the South Middleton School District is responsible for making decisions regarding goals, specially designed instruction, and educational placement for each student through the IEP team process. Services for students with disabilities will be provided by a certified special education teacher.

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

The South Middleton School District is responsible for maintaining contact with the student's resident school as well as his/her family with regard to the student's placement, progress, and plans for the continuation of services. At least two weeks prior to the release of the student, a Special Education Teacher and the school district of residence will communicate regarding the transition process including preparations for discharge from the program. If instead of returning home, the student is moving to another §1306 facility in another school district, these contacts will be made with the new host school district. Upon request of the parent, district of residence, or new host district, the Special Education Teacher will convene an IEP team meeting, including the parent/guardian or surrogate parent and personnel from the district of residence or new host district, before release to discuss programming and placement. All relevant special educational records, including EvaluationReport/Reevaluation Report, IEP, progress monitoring data, etc., are shared with the district of residence or new host district before the student's planned release.

## 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).

Although no correctional institution is currently located in the District, if one did exist, the District would comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals housed within the facility. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, the Special Education Supervisor or designee would work collaboratively with the warden of each facility to provide the special education services to incarcerated school-age individuals by: 1. complying with the "child-find" obligations of IDEA; 2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; 3. implement the timely review and/or development of Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; 4. provide FAPE in conformity with the IEP. Further, if a correctional institution was located in the District, the District would have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. The District would send their annual public notices to the warden of each county jail or prison within their jurisdictions. Furthermore, the District would develop a systematic, ongoing means of communicating with the institution to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, the District could obtain information from the PA Department of Education's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854. Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correctional institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided under Chapter 14.

## Least Restrictive Environment

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

When reviewing the South Middleton School District's data for Least Restrictive Environment on the 2019-20 Special Education Data Report for Indicator 5, South Middleton School District's percentage of students in "Regular Class 80% or More" was a half of percentage above the state average (SMSD = 62.1%; State = 61.5%). In the same year, the district's percentage of students "Inside Regular Class Less Than 40%" or received "Special Education in Other Settings" was below the state average by approximately 1%. According to data reported to South Middleton by the Pennsylvania Information Management System (PIMS), the District increased the amount of students receiving education "Inside the Regular Class 80% or More" by 15% from the 2020-21 school year to the 2021-22 school year. Therefore, the percentage of students receiving education in general education 80% or more of the day continues to rise, which is a promising trend for the district. An area for improvement is generating in-district programming for students with intensive needs. During the 2019-20 school year, 3.6% of South Middleton students in special education received programming in another setting outside the district. Based on data from the 2021-22 school year, this number has remained stable. For students in private academic and/or approved private schools, the district promotes the least restrictive environment (LRE) by exhausting all options for home district programming prior to outside placement. These decisions are based on a variety of factors, such as IEP team members' input, the nature of students' disability, and effectiveness of previous programming. Overall, it is the goal of the South Middleton School District to support students in district programs at the highest extent possible.

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 South Middleton School District relies on a Multi-tiered System of Supports (MTSS) framework to address the academic and social/emotional needs of all students. MTSS includes universal screening of all students' academic and social/emotional needs within their learning environments. In grades K-5 all students receive benchmark assessments to identify present levels in reading, writing, and math. In addition, all students also receive a diagnostic assessment that generates a tailored academic profile in both English Language Art and Mathematics. Universal diagnostic assessments are given in grades K-8. In addition to universal assessment of academic skills, students' social, emotional, and behavioral skills are universal assessed in grades K-5. Then again in grades 7, 9, and 11. In concert with universal assessments, MTSS also involves a research-based tier one core curriculum in English Language Arts and math. Needs of struggling students are addressed in the core curriculum and identified by classroom teachers to offer supplemental or Tier Two support. Students not responding to tier one or tier two supports are provided more targeted and intensive interventions provided by reading and/or math specialists in tier three. Those students who do not respond to these targeted interventions are considered for a Child Study Team (CST) referral, which consists of a multi-disciplinary team. The goal of this team is to consider additional information and strategies to improve educational outcomes for respective students. After reflecting on rule-out criteria associated with disabilities, such as environment, native language, and response to intervention, the CST may recommend a special education evaluation if thought to have a disability. In addition to a variety of other measures, a comprehensive special education evaluation includes all progress monitoring data measuring a student's response to the research based interventions implemented in tier one, tier two, and tier three. A full continuum of programs and services are available to students.

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

The South Middleton School District recognizes the general education environment as the first option for all students. Students with disabilities are included with non-disabled children to the maximum extent appropriate. These measures are determined by the IEP team. After the determination of which services are appropriate to meet student needs, consideration is given to determine where the services are provided. The first consideration made is to meet the

unique needs of children within the regular education environment prior to consideration of other placements. South Middleton School District is committed to the development and implementation of supports that will enable all students with disabilities to benefit from education in the general education classroom to the extent possible. The District is also committed to providing training to staff in collaborative planning, educational intervention, differentiated instruction, and in the adaptation of materials to meet the instructional needs of all students. The catalyst for ensuring that students with disabilities are educated with their non-disabled peers occurs at the IEP meeting at which general education teachers, special education teachers, parents, administrators, school psychologists, and specialists collaborate, plan, and implement a program for optimum participation in the general education environment. The initial discussion point always begins with what supports and services can be provided within the general education classroom before discussion of any supplemental or replacement instruction outside the general education classroom takes place. The South Middleton School District continues to support the mandate of Least Restrictive Environment (LRE) for the education of its students with disabilities. LRE discussion points include but are not limited to the level of differentiated instruction and types of accommodations and/or modifications of materials and intervention that can occur within the general education classroom.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. All students served within the South Middleton School District, including those with IEPs requiring supplemental support, have opportunities to interact with their same-age peers. The level of interaction is determined individually through the IEP process. All students in the district participate in non-academic areas in the general education environment. Those with the most severe disabilities spend time with their general education peers on the playground, at recess, in the cafeteria, and in assemblies and special programs. As mentioned, supplementary aids such as personal care aides, Assistive Technology, and Health Care Assistants are also offered for students with disabilities to be able to access extra-curricular activities. At the high school level, students with severe disabilities can join the Boiling Springs Bocce Ball Team, which is a PIAA sport for students with disabilities and their non-disabled peers. Regardless of grade level, when students with disabilities show interest in extracurricular activities, their respective case managers, in concert with the supervisor of special education, will communicate with extracurricular stakeholders, such as advisors and coaches, by providing accommodations and behavior plan supports needed for participation.

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?  
When an IEP team decides that a private institution is the most appropriate program for a student with a disability, the South Middleton School District ensures frequent communication with the student, parent/guardian, and professionals within the private setting. The district assigns an LEA representative for each case. Most frequently, the representative is either the supervisor of special education or the director of student services. The student, family, private school, and district personnel meet quarterly. From these conversations, the district ensures the student is protected under the Individuals with Disabilities Education Act (IDEA) and Chapter 14 of Pennsylvania's School Code. Among these protections is assurance that the student has an opportunity to participate in district-led extracurricular activities using supplementary aids and services as needed. Communication regarding extra-curricular opportunities provided within South Middleton School District will be discussed during IEPs meeting and posted on the district website.

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)

Consistent with most school districts throughout the state, the South Middleton School District has seen a rise in those individuals identified with autism spectrum disorder and who need special education services. Reflecting on those students receiving programming in out-of-district placements, students with autism are the most represented. Recognizing this need, the South Middleton School District must explore quality in-district programs and services for

autism support. As a result, in the 2022-23 school year, the South Middleton School District expanded its in-district autism support program in grades K to 2. Moreover, the district will apply for Pennsylvania Training and Technical Assistance Network's (PaTTAN) Applied Behavior Analysis (ABA), which emphasizes building the district's capacity for autism support. With these efforts, the aim is to (a) continue to build in-house programs, (b) grow professional knowledge, and (c) improve the implementation of evidence-based practices so students with autism have increased opportunities to participate in education within their home district. In addition to expending supports for students with autism, the South Middle School District has incrementally increased co-teaching opportunities at both the elementary and secondary levels. The district purposefully started with co-taught math programs at the elementary level based on historical trends on math achievement. These programs have increased inclusionary practices so students with disabilities have greater access, which is balanced with support, within the general education setting.

#### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Approved Private School (APS)	Autism Support	New Story	Autistic Support	4
The Vista School	Approved Private School (APS)		Vista	Autistic Support	4
Hilltop	Other	CAIU 15	CAIU 15	Emotional Support	1
Oak Flat Elementary School	Other	Neighboring School District	Big Spring School District	Life Skills Support	2
Big Spring Middle School	Other	Neighboring School District	Big Spring School District	Multiple Disabilities Support	1
Oak Flat Elementary School	Other	Neighboring School District	Big Spring School District	Multiple Disabilities Support	2
Yellow Breeches Education Center	Licensed Private Academic	Emotional Support	Yellow Breeches Educational Center	Emotional Support	3
Shepherdstown Elementary	Other	Neighboring School District	Mechanicsburg Area School District	Life Skills Support	1
Big Spring High School	Other	Neighboring School District	Big Spring School District	Autistic Support	1

New Story	Approved Private School (APS)	Autism Support	New Story	Autistic Support	4
The Vista School	Approved Private School (APS)		Vista	Autistic Support	4
	Approved Private School (APS)			Autistic Support	0
Merakey	Licensed Private Academic		Merakey	Autistic Support	1



## Positive Behavior Support

Date of Approval  
2021-10-28

Uploaded Files  
BoardDocs® PL.pdf

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

The South Middleton School District supports students' emotional and social needs in a variety of ways. First, the district implements a universal positive behavior and intervention and support (PBIS) system for all students. This system entails teaching students' expected behaviors in a variety of school settings, such as the classroom, hallways, lunchroom, and recess. Strategies are designed to promote positive social and communication skills. When demonstrated, students are celebrated in developmentally appropriate ways. Universal strategies focus on the prevention of problematic behaviors so that all children and adults within a setting have interactions that are positive and meaningful. If students with disabilities have challenges responding to universal strategies, the district provides tailored positive behavior support through a behavior intervention plan (BIP), which is memorialized in a student's IEP. The BIP is developed based on unique strengths and needs of a student. It entails identifying antecedents to both expected and challenging behavior, as well as consequences to these behaviors. After identifying these factors, a plan is created to leverage environmental strengths to help promote expected behaviors at the highest extent possible. In addition, students are taught replacement behaviors, which are behaviors the IEP team desires the student to exhibit in lieu of challenging behaviors. When replacement behaviors are observed, subsequent outcomes are intentionally rendered based on results of a Functional Behavior Assessment (FBA), which precedes the formulation of the BIP. The goal of the FBA is to ensure replacement behaviors within the positive behavior plan serve the same drive of challenging behaviors. Common functions of behavior include attention, escape, avoidance, or to obtain something tangible. Complementing our positive behavior support approach, the district also provides targeted emotional and social support through the Student Assistance Program (SAP), which is offered in grades K through 12. Students, which includes those with disabilities, may be referred to the SAP program by parents/guardians or teachers. Trained SAP team members then conceptualize the case and refer to school- or community-provided mental health supports, such as therapy or counseling. The district also provides small group social and emotional interventions for social skills, anxiety, and depression. These groups are provided by district personnel that are experts in the area of social and emotional wellness, such as school counselors, school psychologists, and school social workers. For those students with disabilities that have more intensive social and emotional needs, the district also offers emotional support facilitated by emotional support teachers. Finally, district staff within each school building are trained in Safe Crisis Management (SCM). This program emphasizes the implementation of least restrictive de-escalation strategies for students in social or emotional distress. Strategies range from ignoring and distraction to restraints if deemed necessary. If students with disabilities require restraints or intrusive procedures, they are outlined within their IEP.

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.

Several staff members in each district building are trained using the Safe Crisis Management (SCM) curriculum due to the extensive de-escalation strategies

that are incorporated into the curriculum. The District continues to strive to consistently implement de-escalation strategies to diffuse emotional and behavioral situations before the need for any type of physical intervention is warranted. The District plans to continue to train staff as trainers in the SCM curriculum and targets to increase the number of staff trained in the program, including all administrators being trained. All staff has been trained and will continue to be trained yearly, in de-escalation strategies. During the 2021-2022, 47 members of faculty and staff have been trained in SCM. Four staff are trained to be trainers of the SCM program.

3. Describe the district positive school wide support programs.

The South Middleton School District implements School-Wide Positive Behavioral Support in its school buildings. These School-Wide PBIS teams are comprised of a building administrator, teachers, schools counselors and school psychologists. Team reflect and improve existing strategies and analyze building wide discipline data to determine trends. As a feature of School-Wide Positive Behavior Support, elementary and secondary buildings have developed consistent classroom and building-wide rules/consequences. Each building continues to refine its these processes and positive incentive programs with local training and support from PATTAN. Specifically, W.G. Rice Elementary has a school-wide positive behavior support program entitled, "Every Bubbler Cares," and Iron Forge Elementary School has "Every Bubbler Still Cares," a school-wide positive behavior support program to provide consistent expectations and reinforcement of appropriate behaviors for students in grades K-5. Students can earn an "Every Bubbler Cares" or "Every Bubbler Still Cares" slip for demonstrating positive behaviors such as following the rules and directives, helping a peer or adult, or exhibiting other positive behaviors that enhance the school environment. School-wide expectations are shared with the student body at the beginning of the year. At Yellow Breeches Middle School, the district offers proactive interventions for students not performing well in the academic setting and may be at risk of not completing high school. This program is called the iMPACT program, which derives its name from the skills from which the program focuses: i -for the student, M for motivation, P for planning, A for academics, C for centers (individual intervention day), and T for the team. The iMPACT Program is a service designed for students who are identified as being academically capable but who display behaviors that are not conducive to learning. Such behaviors include poor attendance, poor work completion, and lack of engagement. The goal of this program is to re-engage at-risk students, help circumvent school failure, and get students back on a trajectory of success. To reach this goal, students in iMPACT receive the following: approximately 45 to 90 minutes a day with the iMPACT teacher, instruction in the Why Try? social/emotional curriculum, weekly and long-term goal setting and monitoring, regular communication with parents, opportunities to increase parental involvement, the opportunity for additional academic support, assistance with organizational and study skills, opportunities for cooperative learning and teamwork activities, and opportunities to earn tangible and non-tangible rewards. This service is offered in grades 6 through 8. Additionally, the district also contracts with Yellow Breeches Educational Center to provide Adventure-Based and Experiential Learning opportunities for our high school students receiving Emotional Support services. Students are eligible for trips based on a newly created point and level system designed to improve attendance, work completion, and behavior at school. These services have continued this school year and are shown to be effective based on an increased number of eligible students since implementation. For more targeted needs, school psychologists, emotional support teachers, and/or school counselors work with staff to complete Functional Behavior Assessments (FBA) for students with IEPs who are displaying difficulty demonstrating appropriate school and social behaviors. Results of the FBA are then incorporated into Positive Behavior Support Plans to address the behavior(s) of concern that is interfering with the academic performance of the student or his/her peers.

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

The South Middleton School District relies on both district-hired professionals and community-based supports to render comprehensive school-based behavior health services. There are a total of seven school counselors, two school psychologists, and one school social worker that provide and/or coordinated behavior health services. In each school building, school counselors provide lessons regarding perspective taking, self-awareness, conflict

resolution, relationship-building, and perspective taking skills. Furthermore, psychologists and social workers work in concert with school counselors to render targeted support based on evolving students needs. Historically, intervention groups focus on social skills, self-regulation, and reducing features of anxiety and depression. Regarding community-based serves, the South Middleton School District is pleased to partner with Campbell Psychological Services, Holy Spirit Teenline Counseling, and Shippensburg University's Growing Edges Program. Campbell Psychological Services support students in grades K through 5, while Holy Spirit Teenline Counseling and Growing Edges Program support students in grades 6 through 12. These community-based providers render services in school, which mitigate accessibility needs for specific populations. Referrals for these programs are made through the structure of the district's Student Assistance Program.

5. Describe the district restraint procedure.

When an intervention is necessary to address problem behavior, the South Middleton School District operates based on a philosophy of least intrusive intervention. Restraints to control temporary or episodic behavior as only used when a student is acting in a manner that presents clear and present danger to the student, others students, or employees. Additionally, restrains are only employed when less restrictive measures and techniques have proven to be unsuccessful. The comprehensive prevention, de-escalation, and safe emergency intervention strategies for responding to aggressive behavior used by the South Middleton School District are guided by JKM's Safe Crisis Management. In the event of a restraint, the district notifies the parent/guardian as soon as possible. District staff explain the type of restraints used in response to aggressive behavior and convene a meeting of the IEP team within ten school days of the use of restraints. This meeting may be waived upon receipt of written notification from parents/guardians. At the meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised behavior support plan, or a change of placement to address the aggressive behavior. The use of restraints shall not be included in the IEP out of convenience or as a substitute for an educational program. In addition restrains are not used as punishment or consequences. Restraints may be included in an IEP only if: (a) the restraint is used with specific component elements of a positive behavior support plan; (b) the restraint is used in conjunction with teaching socially or behaviors; (c) staff is authorized to use the restraint and have received appropriate training; (d) the behavior support plan includes efforts to eliminate the use of restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students conditions, may be employed only when s when due to organic causes or specified by an IEP, and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring himself/herself or promote normative body positioning and physical functioning. The District permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative and involve direct adult supervision. The South Middleton School District prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit. The following aversive techniques of addressing behavior are considered inappropriate and shall not be used in educational programs: (a) corporal punishment; (b) punishment for a manifestation of a student's disability, (c) locked rooms, locked boxes, other locked structures that student cannot readily exit; (d) noxious substances; (e) deprivation of basic human rights, such as withholding meals, water or fresh air; (f) suspensions constituting a pattern as defined in state regulations; (g) treatment of a demeaning nature; (h) electric shock; (i) methods implemented by untrained personnel; and (j) prone restraints, which are restraints by which a student is held face down on the floor.



## 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 South Middleton School District does not have any students who are receiving Instruction Conducted in the Home or are at substantial risk of waiting more than 30 days for an appropriate educational placement. If South Middleton did, the district would also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IFSL	Elementary	Full-time (1.0)	06/10/2022 12:15 PM

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<b>Building Name</b>		
Iron Forge 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)		14
<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 services grades 3-5, but does not teach students in different grades at the same time.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IFAS	Elementary	Full-time (1.0)	06/10/2022 12:12 PM

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<b>Building Name</b>	
Iron Forge El Sch	
<b>Support Type</b>	
Autistic Support	
<b>Support Sub-Type</b>	
Autistic Support	
<b>Level of Support</b>	<b>Case Load</b>
Itinerant (20% or Less)	5

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.42

Building Name		
Iron Forge El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IF3	Elementary	Full-time (1.0)	06/10/2022 11:00 AM

Building Name		
Iron Forge El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12

<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>
IF2	Elementary	Full-time (1.0)	06/10/2022 11:01 AM

<b>Building Name</b>		
Iron Forge 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)		8
<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>
		0.16

<b>Building Name</b>		
Iron Forge El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IF1	Elementary	Full-time (1.0)	06/10/2022 10:56 AM

<b>Building Name</b>		
Iron Forge 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)		7
<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>
		0.14

<b>Building Name</b>		
Iron Forge El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSHSSL	Multiple	Full-time (1.0)	06/10/2022 10:31 AM

<b>Building Name</b>		
Yellow Breeches MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<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>
		0.15

<b>Building Name</b>		
Boiling Springs HS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLS	Secondary	Full-time (1.0)	06/10/2022 10:29 AM

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<b>Building Name</b>		
Yellow Breeches MS		
<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>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>		
Yellow Breeches MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 15
<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>
MSES	Secondary	Full-time (1.0)	06/10/2022 10:26 AM

<b>Building Name</b>		
Yellow Breeches MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		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>
		0.5

<b>Building Name</b>		
Yellow Breeches 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)		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>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS5	Secondary	Full-time (1.0)	06/10/2022 10:23 AM

<b>Building Name</b>		
Yellow Breeches 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS4	Secondary	Full-time (1.0)	06/10/2022 10:22 AM

<b>Building Name</b>		
Yellow Breeches 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)		9
<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>
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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MS3	Secondary	Full-time (1.0)	06/10/2022 10:21 AM
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<b>Building Name</b>		
Yellow Breeches 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)		11
<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>
		0.22

<b>Building Name</b>		
Yellow Breeches MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS2	Secondary	Full-time (1.0)	06/10/2022 10:19 AM

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<b>Building Name</b>		
Yellow Breeches 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)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Yellow Breeches MS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.02

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
MS1	Secondary	Full-time (1.0)	06/10/2022 10:13 AM

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<b>Building Name</b>		
Yellow Breeches 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)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RS1	Elementary	Full-time (1.0)	06/10/2022 12:16 PM

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<b>Building Name</b>		
W.G. Rice 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)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
The teacher teaches grades 3-5, but does not teach students in different grades at the same time.		0.37



FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
R3	Elementary	Full-time (1.0)	06/10/2022 10:03 AM

<b>Building Name</b>		
W.G. Rice El Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.04

<b>Building Name</b>		
W.G. Rice El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<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>
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
R2	Elementary	Full-time (1.0)	06/10/2022 10:01 AM

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<b>Building Name</b>		
W.G. Rice 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)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
R1	Elementary	Full-time (1.0)	06/10/2022 09:59 AM

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<b>Building Name</b>		
W.G. Rice 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)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 9
<b>Age Range Justification</b>		<b>FTE %</b>

	0.24
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL54	Secondary	Full-time (1.0)	06/10/2022 09:48 AM

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<b>Building Name</b>		
Boiling Springs HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL53	Secondary	Full-time (1.0)	06/10/2022 10:11 AM

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<b>Building Name</b>		
Boiling Springs HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		

<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSES	Secondary	Full-time (1.0)	06/10/2022 09:56 AM

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<b>Building Name</b>		
Boiling Springs HS		
<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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
HSMAC	Secondary	Full-time (1.0)	06/10/2022 09:40 AM

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<b>Building Name</b>
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Boiling Springs HS		
<b>Support Type</b>		
Multiple Disabilities Support		
<b>Support Sub-Type</b>		
Multiple Disabilities Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HST	Secondary	Full-time (1.0)	06/10/2022 09:57 AM

<b>Building Name</b>		
Boiling Springs HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	17 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL2	Secondary	Full-time (1.0)	06/10/2022 09:38 AM

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<b>Building Name</b>		
Boiling Springs HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<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>
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSAS1	Secondary	Full-time (1.0)	06/10/2022 09:49 AM

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<b>Building Name</b>		
Boiling Springs HS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<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>

	1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLS1	Secondary	Full-time (1.0)	06/10/2022 09:31 AM

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<b>Building Name</b>		
Boiling Springs HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
		0.8

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
W.G. Rice El Sch		303
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 0 inches x 10 feet, 0 inches	100sqft	3
<b>Implementation Date</b>		
2022-06-09		
<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	

<b>Building Name</b>		<b>Room #</b>
Iron Forge El Sch		C113B
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 24 feet, 0 inches	384sqft	13
<b>Implementation Date</b>		
2022-06-09		
<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	

Building Name		Room #
Iron Forge El Sch		C113A
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 10 inches x 16 feet, 0 inches	381sqft	13
Implementation Date		
2022-06-09		
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	

<b>Building Name</b>		<b>Room #</b>
Iron Forge El Sch		C119
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 26 feet, 4 inches	711sqft	25
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iron Forge El Sch		C233
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 7 inches x 23 feet, 8 inches	652sqft	23
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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#### 5 Assurance Check

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

Building Name		Room #
Iron Forge El Sch		C225
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 4 inches x 27 feet, 0 inches	711sqft	25
Implementation Date		
2022-06-09		
Uploaded Files		

#### 6 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Iron Forge El Sch		C215
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
12 feet, 6 inches x 19 feet, 10 inches	247sqft	8
<b>Implementation Date</b>		
2022-06-09		
<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	

<b>Building Name</b>		<b>Room #</b>
Iron Forge El Sch		C213
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 5 inches x 31 feet, 10 inches	777sqft	27
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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#### 8 Assurance Check

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

Building Name		Room #
Yellow Breeches MS		118A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 24 feet, 0 inches	816sqft	29
Implementation Date		
2022-06-09		
Uploaded Files		

#### 9 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Yellow Breeches MS		115
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 23 feet, 10 inches	703sqft	25
<b>Implementation Date</b>		
2022-06-09		
<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	

<b>Building Name</b>		<b>Room #</b>
Yellow Breeches MS		103
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 11 inches x 31 feet, 4 inches	780sqft	27
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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#### 11 Assurance Check

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

Building Name		Room #
Yellow Breeches MS		111
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 12 feet, 0 inches	360sqft	12
Implementation Date		
2022-06-09		
Uploaded Files		

#### 12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Yellow Breeches MS		217
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 16 feet, 0 inches	512sqft	18
<b>Implementation Date</b>		
2022-06-09		
<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	

<b>Building Name</b>		<b>Room #</b>
Yellow Breeches MS		205
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 32 feet, 5 inches	778sqft	27
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		



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14 Assurance Check

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

Building Name		Room #
Yellow Breeches MS		219
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 17 feet, 0 inches	289sqft	10
Implementation Date		
2022-06-09		
Uploaded Files		

15 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Yellow Breeches MS		222
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 16 feet, 0 inches	256sqft	9
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

#### 16Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Yellow Breeches MS		201
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 0 inches x 21 feet, 0 inches	441sqft	15
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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17 Assurance Check

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

Building Name		Room #
Yellow Breeches MS		204
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 7 inches x 18 feet, 7 inches	345sqft	12
Implementation Date		
2022-06-09		
Uploaded Files		

18 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Boiling Springs HS		306
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 0 inches x 23 feet, 0 inches	851sqft	30
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

#### 19Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Boiling Springs HS		104
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 25 feet, 0 inches	750sqft	26
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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#### 20 Assurance Check

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

Building Name		Room #
Boiling Springs HS		101
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 25 feet, 0 inches	850sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

#### 21 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Boiling Springs HS		210
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
27 feet, 0 inches x 12 feet, 0 inches	324sqft	11
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

## 22Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Boiling Springs HS		204.5
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 0 inches x 18 feet, 0 inches	324sqft	11
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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#### 23 Assurance Check

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

Building Name		Room #
Boiling Springs HS		406
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 23 feet, 0 inches	851sqft	30
Implementation Date		
2022-06-09		
Uploaded Files		

#### 24 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Boiling Springs HS		211
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

#### 25Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Boiling Springs HS		216
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		



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26 Assurance Check

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

Building Name		Room #
Boiling Springs HS		217
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 28 feet, 0 inches	1092sqft	39
Implementation Date		
2022-06-09		
Uploaded Files		

27 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Boiling Springs HS		118.5
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 16 feet, 0 inches	256sqft	9
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

#### 28Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Boiling Springs HS		116
<b>School Building</b>		<b>Building Description</b>
JR/SR High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 38 feet, 0 inches	1444sqft	51
<b>Implementation Date</b>		
2022-06-09		
<b>Uploaded Files</b>		

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29 Assurance Check

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

Building Name		Room #
Boiling Springs HS		304
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 37 feet, 0 inches	1369sqft	48
Implementation Date		
2022-06-10		
Uploaded Files		

30 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
W.G. Rice El Sch		306
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 3 inches x 33 feet, 10 inches	854sqft	30
<b>Implementation Date</b>		
2022-06-10		
<b>Uploaded Files</b>		

### 31 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
W.G. Rice El Sch		305
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 33 feet, 10 inches	845sqft	30
<b>Implementation Date</b>		
2022-06-10		
<b>Uploaded Files</b>		

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### 32 Assurance Check

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

Building Name		Room #
W.G. Rice El Sch		303
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 33 feet, 10 inches	845sqft	30
Implementation Date		
2022-06-10		
Uploaded Files		

### 33 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
W.G. Rice El Sch		102
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 28 feet, 7 inches	457sqft	16
<b>Implementation Date</b>		
2022-06-10		
<b>Uploaded Files</b>		

### 34Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
W.G. Rice El Sch		103
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 0 inches x 28 feet, 7 inches	457sqft	16
<b>Implementation Date</b>		
2022-06-10		
<b>Uploaded Files</b>		

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### 35 Assurance Check

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

Building Name		Room #
W.G. Rice El Sch		104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 5 inches x 35 feet, 0 inches	574sqft	20
Implementation Date		
2022-06-10		
Uploaded Files		

### 36 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	





## Special Education Support Services

### 37Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Social Worker	1	District Wide	District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	21	District Wide	Contractor
Paraprofessionals	10	District Wide	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Director of Pupil Services	1	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	2	Secondary	District

## Special Education Personnel Development

### Autism

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience

### Positive Behavior Support

Description of Training			
Positive Behavior Support within a Multiple Tiered Systems of Support - Exploring an Interconnected Systems Framework			
Lead Person/Position		Year of Training	
Alex Smith/Director of Student Services		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience

6	1	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers
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Description of Training			
Best Practices in Functional Behavior Assessment			
Lead Person/Position		Year of Training	
Chelshea Pruznak/School Psychologist		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Trauma-Informed Schools – Understanding Past Experiences' Influence on Learning			
Lead Person/Position		Year of Training	
Alex Smith/Director of Student Services		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training
-------------------------

Safe Crisis Management – Least Restrictive De-escalation Strategies			
Lead Person/Position		Year of Training	
Trisha Reed/Principal		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Best Practices in Working Collaboratively as a Paraprofessional – Norm Setting and Academic/Behavior Support			
Lead Person/Position		Year of Training	
Jennifer Chamberlin/Supervisor of Special Education		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	8	District	Paraprofessionals

## Transition

Description of Training			
CAIU 15 Indicator 13 Training			
Lead Person/Position		Year of Training	
Lauren DeEllis		2022	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	Intermediate Unit	Special Education Teachers

### Science of Literacy

Description of Training			
Wilson Reading Training			
Lead Person/Position		Year of Training	
Jennifer Chamberlin/Special Education Supervisor		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Other	Special Education Teachers

### Parent Training

Description of Training			
Understanding the Science behind my Child's Academics and Behaviors			
Lead Person/Position		Year of Training	
Chelshea Pruznak		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
At Home Strategies to Support my Child's Reading			
Lead Person/Position		Year of Training	
Alyssa Sunday		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

### IEP Development

Description of Training
Special Education Manual Revision/Progress Monitoring

Lead Person/Position		Year of Training	
Alex Smith and Jennifer Chamberlin		2022	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	District	Special Education Teachers

## Autism

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		PaTTAN	Special Education Teachers

Description of Training			
Implementing Verbal Behavior Milestones Assessments and Placement Program (VB-MAPP)			
Lead Person/Position		Year of Training	
Jennifer Chamberlin/Special Education Supervisor		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Intermediate Unit	Special Education Teachers

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience



## Signatures & Affirmations

Approval Date  
2022-07-28

Uploaded Files  
SMSD Special Ed Plan Affirmation.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  
James A. Estep  
Date  
2022-08-16



