

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 320
School District Total Student Enrollment 1709
Percent of Students Receiving Special Education 18.7

Steering Committee

Name	Position/Role	Building	Email
Dr. Jon Fox	Superintendent	Susquenita SD	jfox@susq.k12.pa.us
Dr. Tyler Herman	Director of Special Education	Susquenita SD	therman@susq.k12.pa.us
Mr. Craig Funk	Building Principal	Susquenita HS	cfunk@susq.k12.pa.us
Mr. Jason Black	Building Principal	Susquenita MS	jblack@susq.k12.pa.us
Dr. Rebecca Lorfink	Building Principal	Susquenita El Sch	rlorfink@susq.k12.pa.us
Mrs. Christine Matash	Other	Susquenita SD	cmatash@susq.k12.pa.us
Dr. Brittany Evans	Other	Susquenita SD	bevans@susq.k12.pa.us
Mr. Dirk Brown	Special Education Teacher	Susquenita El Sch	dbrown@susq.k12.pa.us
Mrs. Carrie Evola	Special Education Teacher	Susquenita MS	cevola@susq.k12.pa.us
Mrs. Kim Kauffman	Special Education Teacher	Susquenita HS	kkauffman@susq.k12.pa.us
Mrs. Nicole Cutman	Parent	Susquenita SD	ncutman@susq.k12.pa.us
Mrs. Sarah Landis	Other	Susquenita SD	slandis@susq.k12.pa.us
Mr. Richard Phoenix	Parent	Susquenita SD	rphoenix@susq.k12.pa.us
Ms. Maher Bigley	Other	Susquenita MS	mbigley@susq.k12.pa.us
Mrs. Devon McMunn	General Education Teacher	Susquenita HS	dmcmun@susq.k12.pa.us
Mrs. Brittany Block	Other	Susquenita El Sch	bblock@susq.k12.pa.us
Mrs. Abby Fisher	General Education Teacher	Susquenita MS	afisher@susq.k12.pa.us
Mrs. Lisa Mertz	Other	Susquenita HS	lmertz@susq.k12.pa.us
Mrs. Katie Laubach	General Education Teacher	Susquenita El Sch	klaubach@susq.k12.pa.us
Mrs. Kathy Fackler	Other	Susquenita SD	kfackler@susq.k12.pa.us

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

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)

Improvement and Planning Activity
The LEA will provide district-wide training on the topic of Least Restrictive Environment.
The Special Education Department with the Director will work together to review and analyze the district's continuum of services and areas of needed improvement and/or change at each building level.

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

Corrective Action	Improvement and Planning Activities
Topical Area 9 Other Improvement Plan Issues: LRE Improvement Plan	<p>The LEA will provide district-wide training on the topic of Least Restrictive Environment. The LEA will provide training on the use of the SAS Toolkit, differentiation strategies, and aides and services needed to promote increased inclusion in the general education setting. These trainings will be delivered at the building level.</p> <p>Building principals will look to ensure sufficient differentiated instructional practices and supplementary aides and services within each building are supporting students with disabilities in the general education classrooms.</p> <p>The Special Education Department with the Director will work together to review and analyze the district's continuum of services and areas of needed improvement and/or change at each building level.</p>

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.)

Susquenita School District does not host any locations under the Section 1306 of the Public School Code. When Susquenita School District is notified that a resident student is being educated by another district under Section 1306, the District claims the student and fulfills its financial obligation to the host district. If Susquenita School District hosted a location, the place of care will contact the building where the student would go to school as a resident and register the student to attend school. Students would be enrolled in the appropriate placement based on information gathered at registration and any records obtained from previous placements. Students would be enrolled in the district within five business days. As a host facility, the LEA is responsible to conduct Child Find activities in addition to the evaluation and providing FAPE, and so forth. All students receiving services at a host district receive them from 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?

When the Director of Special Education receives notice that a student is enrolled in another district entity, the District provides all relevant educational records to the hosting district within 10 business days. Susquenita School District and the host district collaborate, communicate, and work together for the purpose of educational planning and programming. There are barriers that exist that limit the District's ability to meet its obligation under Section 1306 of the Public School Code. The barriers include timely and frequent communication about the student's educational program, initial notification that a District resident is in another location under Section 1306, and lack of communication when the student is ready to return to the District. Under Section 1306 of the School Code, the host school district is required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of the host school district. If a student residing in a children's institution is found to be exceptional, the host school district is responsible for providing the student with an appropriate program of special education and training consistent with Chapters 14 of the Pennsylvania regulations and standards. This means the host school district is responsible for making decisions regarding the goals, programming, and educational placement for each student. The host school district is also responsible for seeking advice from the resident school district with respect to the student and keeping the resident school district informed of its plans to educate the student.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

Susquenita School District educates children with disabilities, to the maximum extent appropriate, with their non-disabled peers in the regular education classroom with supplementary aids and services. For students educated outside the regular education classroom, the IEP teams review each student's present levels of academic and functional performance levels, transition present levels (if appropriate), parent information, and strengths and needs to determine the goals and specially designed instruction in the IEP. The IEP team will then discuss the least restrictive environment to implement the IEP considering all supplementary aids and supports that can be added to the general education classroom. The IEP team reviews all supplementary aids and services available in the general education classroom prior to recommending removal from the regular education classroom for any portion of the day. The IEP team can refer to the Supplementary Aids and Services Consideration Toolkit as part of this process. The team must identify the most appropriate Supplemental Aids and Services needed to support the student's learning and participation in the general education setting. When a student is placed in an out-of-district program, the District closely monitors the student's progress and collaborates with the personnel from the programs to decide when the student can successfully transition back to the District. The District also works to develop plans for a successful transition. When the student's progress indicates a readiness to transition back to the District, personnel and staff from the current placement develop a plan that includes necessary supports for a successful return to District classes. The plan can include visits to the school building, meetings with teachers and students, transitioning back between the home school and the out of district placements. District teachers attend meetings with the teachers from the placement and have also observe and meet with the student and parents. According to the 2019-2020 Special Education Data Report, the District has a lower-than-state-average of service inside the regular education classroom 80% or more (53.5%), a higher-than-state-average of service inside the regular education classroom less than 40% (12.1%), and a higher-than-state-average of service in other settings (5.1%). Although the latter two categories are close to the state average, the amount of service inside the regular education classroom 80% or more is an area of improvement for the District. Subsequently, according to the 2020-2021 Special Education Data Report, the District has a lower-than-state-average of service inside the regular education classroom 80% or more (48%), a higher-than-state-average of service inside the regular education classroom less than 40% (13.7%), and a higher-than-state-average of service in other settings (5.0%). These categories continue to be areas of improvement for the District.

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?

Susquenita School District provides a continuum of services in all general education classrooms and special education classrooms throughout the district. Prior to utilizing special education services, the district provides supports and interventions in the general education classroom. At the elementary level, the District utilizes the Multi-Tiered System of Supports (MTSS) in the areas of language arts, mathematics, and behavior to monitor student achievement and provide interventions based on individual student need. Classroom teachers instruct students at their level in reading and math through flexible grouping. The District offers school-based outpatient therapy through an agreement with Diakon. The District is undergoing a review of social-emotional learning (SEL) programs for implementation K-8 for the 2021-2022 school year. Staff are fully informed about their responsibilities for implementing IEP programming and are provided with technical assistance and training necessary to assist them in this effort.

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 District ensures that IEP teams implement data-based decision-making based on progress monitoring of IEP goals to ensure least restrictive environment by including students with disabilities in regular education classrooms to the fullest extent appropriate. The District utilizes research- and evidence-based practices and assessments and screening tools to identify students' needs and supports. The District publicly posts its general education curriculum scope and sequence based on PA state standards, upon which lesson plans are created. Within special education classrooms, special education teachers implement a modified general education curriculum while providing target intervention based on students' needs. By continuing exposure to the general education curriculum within the special education classroom, students can more easily transition back to regular education classes when their IEP teams deem it appropriate based on data. Additionally, the District encourages and ensures frequent community-based instruction, particularly for students with low-incidence disabilities. Staff are fully informed about their responsibilities for implementing IEP programming and are provided with technical assistance and training necessary to assist them in this effort.

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

The District fully supports students who want to participate in extracurricular activities by properly preparing for relevant modifications and accommodations through the IEP team process. The IEP team will consider the student's strengths and needs, as well as the type of activity in which the student wants to participate. The IEP team will then consider all supports including but not limited to: assistive technology determined through the SETT process, paraprofessional support, adjustments to uniforms or equipment, visual and auditory supports, ensuring physical accessibility to venues, and so forth. Further, the District ensures that students with disabilities participate fully in extracurricular services such as recess, lunch, assemblies, and so forth with their nondisabled peers. Staff are fully informed about their responsibilities for implementing IEP programming and are provided with technical assistance and training necessary to assist them in this effort.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The District fully supports students with disabilities placed at private institutions by encouraging participation in extracurricular activities. If students pursue extracurricular activities, the District will provide transportation from the private institution to the after-school extracurricular activities. Further, the IEP team will follow the steps outlined in the preceding question to ensure appropriate participation. Staff are fully informed about their responsibilities for implementing IEP programming and are provided with technical assistance and training necessary to assist them in this effort.

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)

In response to the amount of service inside the regular education classroom 80% or more as an area of improvement for the District, the District is exploring effective coteaching models that provide appropriate special education services within regular education classrooms by pairing one regular education certified teacher with one special education certified teacher within the same classroom. To accomplish this goal, the District will onboard teachers through, initially, a volunteer method in order to secure highly motivated staff that will follow through

will internal and external professional learning opportunities. Successful implementation of effective coteaching models will increase the amount of service provided in regular education classrooms 80% of more of the day.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story	Licensed Private Academic		New Story	Emotional Support	2
Vista School	Approved Private School (APS)		Vista School	Autistic Support	1
River Rock Academy	Licensed Private Academic		River Rock Academy	Emotional Support	4
Hill Top Academy	Other	Intermediate Unit	CAIU	Emotional Support	7
Yellow Breeches Educational Center	Licensed Private Academic		Yellow Breeches Educational Center	Emotional Support	2
Susquehanna Township Middle School	Other	School District	Susquehanna Township School District / CAIU	Deaf and Hard of Hearing Support	1
Middlesex Elementary School	Other	School District	Cumberland Valley School District / CAIU	Autistic Support	1

Positive Behavior Support

Date of Approval
2017-08-08

Uploaded Files
PBS.pdf

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

Susquenita School District has policies and procedures in place that emphasizes using positive reinforcement and positive techniques to assist students with learning and maintaining skills that will enhance educational opportunities. The Positive Behavior Support policy includes all required components to ensure that all positive behavior support programs are in accordance with 22 Pa. Code 14. 133, including the training of personnel for the use of specific procedures, methods, and techniques. Each building has a code of conduct that promotes expected behaviors through positive role modeling and incentives. There are written policies and procedures in place regarding the use of positive behavior management techniques and obtaining parent consent prior to the use of Emergency Safety Physical Intervention. Susquenita School District's Positive Behavior Support policy includes research-based practices and ensures that Emergency Safety Physical Interventions are used only as a last resort. Interventions used in the Positive Behavior Support policy are based on the research of Applied Behavior Analysis, which is a scientific approach to behavior. Applied Behavior Analysis (ABA) can be used with students to provide positive reinforcement to teach and maintain appropriate behaviors and to provide immediate feedback during instruction. ABA principles are used in identifying problem behaviors, observing and measuring the behaviors, developing a comprehensive plan to change the behaviors, and monitoring the behaviors to make sure the plan is effective in changing those behaviors. Susquenita School District's Positive Behavior Support Plan policy describes the plan for personnel training on the use of Positive Behavior Support. The training includes interventions that are proactive rather than reactive and punitive. Conditions/antecedents contributing to inappropriate behaviors are carefully managed or eliminated; multiple opportunities for positive, corrective feedback are created; and pro-social behaviors are taught directly, practiced frequently, and routinized so they become automatic.

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 Susquenita School District is currently exploring the adoption of the Second Step social-emotional program to implement K-8 for the 2022-2023 school year. This Tier 1 support will be provided to all students, with Tier 2 supports including small groups run by teachers and school counselors, and Tier 3 supports including Functional Behavior Assessments (FBA) and positive behavior support plans. The District currently has at least 24 staff district-wide trained in Safe Crisis Management (SCM) with annual recertification that occurs over the summer. This training program includes a deescalation component, as well as the physical intervention piece. Additionally, the District has created a district-level Threat Assessment Team, with three smaller teams at the building level, to review all incidents to improve the overall response. Susquenita has provided staff development on positive behavior support through internal professional learning, CAIU, PaTTAN, New Story, and Vista Outreach Services.

3. Describe the district positive school wide support programs.

The District has schoolwide programs to teach, model, and reinforce appropriate behaviors across all school settings. Susquenita Elementary has a schoolwide positive behavior support program called "High Five" that emphasizes five areas of positive behavior for students: Respect Yourself, Respect Others, Respect the Environment, Be Safe, and Be Ready to Learn. Students who demonstrate these behaviors are rewarded with a "High 5 Ticket." A carbon copy of this ticket is kept by the student, one is given to the teacher, and one is turned into the office. Students can bring their tickets home to show their guardians. Classroom teachers offer class rewards, such as extended recess, when the total number of tickets earned by students in the class reaches a predetermined number. Schoolwide, two students are selected as the "Student of the Day" based on a random drawing of tickets that have been turned in that week. These students get a special seat at lunch with a friend and are given a neon yellow High 5 shirt to wear for the day. Additionally, five student names are drawn at the end of the week from the week's total pool of tickets. These students are recognized as "Weekly Winners." Weekly Winners get special neon orange High 5 t-shirt for the day and are given a small prize. All students of the day and weekly winners are announced school-wide during the morning announcements. The High 5 program extends beyond the classroom. The bus drivers are given vouchers that can be turned in for High 5 tickets. These vouchers are distributed to students who are demonstrating appropriate bus behaviors. In the cafeteria, grade level goals are created that correlate to the High 5 values. When classes earn a designated number of points they are given the opportunity to roll a die to determine the class reward. Susquenita Middle School and High School work to establish a positive climate for all students. The teachers and staff are provided professional development at faculty meetings regarding signs of bullying and appropriate responses to bullying. They are watchful around the building for potential signs of bullying. Students have the opportunity to participate in clubs organized by the staff. This provides an opportunity for students to build positive relationships with staff and peers. The Student of the Month program officially recognizes students who are striving for excellence and are nominated by a faculty member. Teachers are expected to communicate regularly with parents regarding behavior issues, along with academic issues. The administration empowers faculty to assign consequences for minor offenses with additional support as needed from the building administration. The Student Assistance Program is also available to assist students who are experiencing social, emotional, and/or behavioral issues. Small group instruction is provided to students demonstrating difficulty with participating in the educational environment based on social, emotional, and behavioral challenges. The students are selected based on data analysis of discipline and attendance. The students are provided with small group instruction on expected behaviors and self-regulation strategies. Finally, the Middle School currently has a committee to create a school-wide positive behavior support program similar to that implemented at the Elementary School. This program will go into effect for the 2022-2023 school year.

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

Susquenita School District works cooperatively with outside behavioral health rehabilitative service providers when Therapeutic Staff Support, Mobile Therapy, and/or Behavior Support Consultants are assigned to our students. These services focus on behavior modification and directing treatment of the problem behavior utilizing direct interventions that build upon student strengths and needs. The District contracts with a local psychiatrist for psychiatric evaluations to assist with educational recommendations and educational programming. Susquenita School District provides school-related counseling to students as needed by using the district's school counselors and, at times, school psychologists. The District partners with Teen-line, Perry Integrated Children Service Planning Committee, Penn State Intensive Case Management, Perry County Truancy Elimination Committee, Pennsylvania Psychiatric Institute, and The Perry County Elementary Based Social Service Worker to provide resources to the family and improve student programming in the District. In addition, the District collaborates with

Diakon to provide school based outpatient services to students that are eligible based upon parent participation. The District utilizes the Child and Adolescent Service System Program (CASSP) to assist schools and families with additional supports in the school, home, and/or community.

5. Describe the district restraint procedure.

In accordance with 22 Pa. Code 14.133, the use of restraints are only used after all deescalation strategies have been exhausted and the student continues to pose a danger to self or others. The use of restraints are only parts of students' IEPs when the restraint is utilized with specific component elements of positive behavior supports, is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior, staff are authorized to use the procedure and have received the staff training required, and there is a plan in place for eliminating the use of restraints through the application of positive behavior support. Within 10 school days of any restraint, the District has either the IEP Meeting Waiver signed or convenes and IEP team meeting. After a pattern of restraints, regardless of the Waiver signed, the District convenes a meeting to make appropriate adjustments to programming. The District has at least 24 staff trained and certified in Safe Crisis Management (SCM) and they participate in annual recertification trainings each summer.

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.

Susquenita School District provides a continuum of special education services and supports necessary for all students to receive a Free and Appropriate Public Education (FAPE). The District considers the least restrictive environment where the student can receive educational benefit prior to placing a student outside the district. This is achieved through the process of developing the Individual Education Program at a meeting with the parents, regular education teacher, special education teacher, local educational agency representative, the student, and any appropriate service providers. For students with significant needs or low incidence disabilities, the District exhausts all possibility of programming within Susquenita School District in conjunction with providing the needed supports for the student to make progress. The District uses outreach services that can be delivered within district programs or training to personnel to assist with the students' educational needs. Training programs are essential in delivering research-based instruction and intervention strategies to provide for educational programming in the least restrictive environment. The District has contracted with Vista Outreach Services to provide consultation services to district teachers. The District has contracted with the Capital Area Intermediate Unit (CAIU) to provide Vision Services/Orientation and Mobility Services to students who have visual impairments and to provide Hearing Services for students who a hearing impairments. Susquenita School District continues to be part of a consortium of districts in the immediate area for special education students that cannot be educated in their neighborhood school by hosting a consortium Multiple Disabilities Support Classroom. As needed, the District works with Cumberland Perry Children and Adolescent Service System Program (CASSP) to coordinate educational and agency supports for these students and families. The District works collaboratively with other agencies to coordinate services including The Office of Vocational Rehabilitation (OVR), Mental Health/Intellectual and Developmental Disabilities (MH/IDD), Holy Spirit Behavioral Health Case Management, Pennsylvania Psychiatric Institute (PPI), Perry Country Probation, District Justice Daniel McGuire, Perry Country Children and Youth, Pennsylvania Education for Children and Youth Experiencing Homelessness Program (ECYEH), and Performcare/Behavioral Health and Rehabilitative Services. The District also offers school-based outpatient therapy through an agreement with Diakon. In regard to Instruction Conducted in the Home (ICITH), the District contracts with the CAIU when IEP teams have determined, after all other educational placements have been considered, to provide ICITH. LEAs must 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. This system is also aimed at helping students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. The district and is aware of the reporting requirements continue to utilize this system of reporting for active cases.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K12SPED	Multiple	Full-time (1.0)	06/02/2022 12:47 PM

Building Name		
Susquenita El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.17

Building Name		
Susquenita HS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.04

Building Name		
Susquenita MS		

Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Susquenita El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Susquenita MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12

Age Range Justification	FTE %
	0.02

Building Name		
Susquenita El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSL54	Secondary	Full-time (1.0)	06/02/2022 12:26 PM

Building Name		
Susquenita HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.35

Building Name		
Susquenita HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSLS3	Secondary	Full-time (1.0)	06/02/2022 12:27 PM

Building Name		
Susquenita HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.22

Building Name

Susquenita HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSLS2	Secondary	Full-time (1.0)	06/02/2022 12:28 PM

Building Name		
Susquenita HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Susquenita HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSLS1	Secondary	Full-time (1.0)	06/02/2022 12:29 PM

Building Name		
Susquenita HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.45

Building Name		
Susquenita HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSAS	Secondary	Full-time (1.0)	03/05/2022 05:20 PM

Building Name		
Susquenita HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Susquenita HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

Building Name		
Susquenita HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
IEP team agreed to age range waiver due to supports needed for these students		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSES2	Secondary	Full-time (1.0)	06/02/2022 12:31 PM

Building Name		
Susquenita HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

Building Name		
Susquenita HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSLSS	Secondary	Full-time (1.0)	06/02/2022 12:32 PM

Building Name		
Susquenita HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %

0.27

Building Name		
Susquenita HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHSES1	Secondary	Full-time (1.0)	06/02/2022 12:33 PM

Building Name		
Susquenita HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Susquenita HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Susquenita HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESSLP2	Elementary	Full-time (1.0)	06/02/2022 12:34 PM

Building Name		
Susquenita El Sch		

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
IEP team agreed to age range waiver due to supports needed for these students		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMSSHSLP	Secondary	Full-time (1.0)	03/07/2022 01:47 PM

Building Name		
Susquenita HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Susquenita MS		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 14
Age Range Justification		FTE %
		0.45

Building Name		
Susquenita El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	6 to 13
Age Range Justification		FTE %
IEP team agreed to age range waiver due to supports needed for these students		0.09

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMSLS4	Secondary	Full-time (1.0)	06/02/2022 12:35 PM

Building Name		
Susquenita MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Susquenita MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMSLS3	Secondary	Full-time (1.0)	06/02/2022 12:36 PM

Building Name	
Susquenita MS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Supplemental (Less Than 80% but More Than 20%)	13

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.65

Building Name		
Susquenita MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMSLS2	Secondary	Full-time (1.0)	06/02/2022 12:36 PM

Building Name		
Susquenita MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12

Age Range Justification	FTE %
	0.12

Building Name		
Susquenita MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMSLS1	Secondary	Full-time (1.0)	06/02/2022 12:36 PM

Building Name		
Susquenita MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.6

Building Name		
Susquenita MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 11
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMSLSS	Secondary	Full-time (1.0)	06/02/2022 12:37 PM

Building Name		
Susquenita MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 12
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMSES	Secondary	Full-time (1.0)	06/02/2022 12:42 PM

Building Name		
Susquenita MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Susquenita MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 13
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESSLP1	Elementary	Full-time (1.0)	03/07/2022 01:49 PM

Building Name		
Susquenita El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
IEP team agreed to age range waiver due to supports needed for these students		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESL2	Elementary	Full-time (1.0)	06/02/2022 12:39 PM

Building Name		
Susquenita El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.85

Building Name		
Susquenita El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SELS1	Elementary	Full-time (1.0)	06/02/2022 12:39 PM

Building Name		
Susquenita El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
IEP team agreed to age range waiver due to supports needed for these students		0.08

Building Name

Susquenita El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMSMDS	Secondary	Full-time (1.0)	07/15/2022 05:24 AM

Building Name		
Susquenita MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 17
Age Range Justification		FTE %
IEP team agreed to age range waiver due to supports needed for these students		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESAS	Elementary	Full-time (1.0)	06/02/2022 12:40 PM

Building Name		
Susquenita El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
IEP team agreed to age range waiver due to supports needed for these students		0.5

Building Name		
Susquenita El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESLSS	Elementary	Full-time (1.0)	06/02/2022 12:41 PM

Building Name		
Susquenita El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
IEP team agreed to age range waiver due to supports needed for these students		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SESES	Elementary	Full-time (1.0)	06/02/2022 12:42 PM

Building Name		
Susquenita El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.35

Building Name

Susquenita El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.08

Special Education Facilities

Building Name		Room #
Susquenita El Sch		146
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 29 feet, 6 inches	870sqft	31
Implementation Date		
2022-06-02		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Susquenita El Sch		144
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 29 feet, 0 inches	855sqft	30
Implementation Date		
2022-06-02		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Susquenita El Sch		102
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 24 feet, 6 inches	722sqft	25
Implementation Date		
2022-06-02		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Susquenita El Sch		236
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-02		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Susquenita El Sch		238
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 28 feet, 9 inches	905sqft	32
Implementation Date		
2022-06-02		
Uploaded Files		

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 #
Susquenita El Sch		128
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 31 feet, 6 inches	441sqft	15
Implementation Date		
2022-06-02		
Uploaded Files		

6 Assurance Check

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

Building Name	Room #
Susquenita El Sch	130

School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 19 feet, 0 inches	228sqft	8
Implementation Date		
2022-06-02		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Susquenita MS		110
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-06-02		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
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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 #
Susquenita MS		105
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 6 inches	770sqft	27
Implementation Date		
2022-06-02		
Uploaded Files		

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	

Building Name		Room #
Susquenita 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
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		
2022-06-02		
Uploaded Files		

10 Assurance Check

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

Building Name		Room #
Susquenita MS		127
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2022-06-02		
Uploaded Files		

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 #
Susquenita MS		107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2022-06-02		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Susquenita 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
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28

Implementation Date
2022-06-02
Uploaded Files

13Assurance Check

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

Building Name		Room #
Susquenita MS		217
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 6 inches x 28 feet, 0 inches	406sqft	14
Implementation Date		
2022-06-02		
Uploaded Files		

14Assurance 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	
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Building Name		Room #
Susquenita HS		113
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 18 feet, 0 inches	441sqft	15
Implementation Date		
2022-06-02		
Uploaded Files		

15Assurance 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 #
Susquenita HS		200
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 4 inches x 24 feet, 1 inches	730sqft	26
Implementation Date		
2022-06-02		

Uploaded Files

16 Assurance Check

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

Building Name		Room #
Susquenita HS		122
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 11 inches x 25 feet, 1 inches	875sqft	31
Implementation Date		
2022-06-02		
Uploaded Files		

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 #
Susquenita HS		208
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 1 inches x 22 feet, 10 inches	664sqft	23
Implementation Date		
2022-06-02		
Uploaded Files		

18Assurance 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 #
Susquenita HS		127
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 4 inches x 25 feet, 1 inches	936sqft	33
Implementation Date		
2022-06-02		
Uploaded Files		

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19 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 #
Susquenita HS		307
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 10 inches x 25 feet, 1 inches	798sqft	28
Implementation Date		
2022-06-02		
Uploaded Files		

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 #
Susquenita HS		206
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 1 inches x 24 feet, 1 inches	796sqft	28
Implementation Date		
2022-06-02		
Uploaded Files		

21Assurance 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 #
Susquenita HS		210
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 5 inches x 23 feet, 11 inches	727sqft	25
Implementation Date		
2022-06-02		
Uploaded Files		

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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	

Building Name		Room #
Susquenita HS		306
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 7 inches x 26 feet, 4 inches	779sqft	27
Implementation Date		
2022-06-02		
Uploaded Files		

23Assurance 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

24Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	25	District Wide	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	District
Guidance Counselor	7	District Wide	District
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	1	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Vista School Outreach Consultation and Training			
Lead Person/Position		Year of Training	
Vista School Autism Consultant		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	100	District PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Vista School Outreach Consultation and Training			
Lead Person/Position		Year of Training	
Vista School Autism Consultant		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	100	Other	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Supports - School-wide PBIS Implementation			
Lead Person/Position		Year of Training	
Principals		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators

			General Education Teachers Paraprofessionals Special Education Teachers Other
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Description of Training			
Positive Behavior Supports - School-wide PBIS Implementation			
Lead Person/Position		Year of Training	
Principals		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Second Step			
Lead Person/Position		Year of Training	
district administration		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessionals in PA			
Lead Person/Position		Year of Training	
PDE		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
20	1	Other	Paraprofessionals

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessionals in PA			
Lead Person/Position		Year of Training	
PDE		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
20	1	Other	Paraprofessionals

Transition

Description of Training			
Transition Section III			
Lead Person/Position		Year of Training	
Transition Coordinator		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Transition Section III			
Lead Person/Position		Year of Training	
Transition Coordinator		2023-2024	

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

Description of Training			
Indicator 13 Compliance			
Lead Person/Position			Year of Training
Transition Coordinator and Director of Special Education			2022-2023
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Other

Description of Training			
Indicator 13 Compliance			
Lead Person/Position			Year of Training
Transition Coordinator and Director of Special Education			2023-2024
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Other

Description of Training			
PCD Perry County Consortium			
Lead Person/Position			Year of Training
Transition Coordinator			2022-2023
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Other	Other

Description of Training			
PCD Perry County Consortium			

Lead Person/Position		Year of Training	
Transition Coordinator		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Other	Other

Science of Literacy

Description of Training			
Foundations			
Lead Person/Position		Year of Training	
Wilson Trainers		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	General Education Teachers Special Education Teachers

Description of Training			
Foundations			
Lead Person/Position		Year of Training	
Wilson Trainers		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training
Disability Categories, Evaluation Process, and Difference between Chapter 14 and Chapter 15

Lead Person/Position		Year of Training	
School psychologist and Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Disability Categories, Evaluation Process, and Difference between Chapter 14 and Chapter 15			
Lead Person/Position		Year of Training	
School psychologist and Director of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
IEP Writing or PaTTAN Essentials of IEP Writing			
Lead Person/Position		Year of Training	
Director of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District PaTTAN	Special Education Teachers

Description of Training			
IEP Writing or PaTTAN Essentials of IEP Writing			
Lead Person/Position		Year of Training	
Director of Special Education or PaTTAN		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Special Education Teachers

		PaTTAN	
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Signatures & Affirmations

Approval Date
2022-06-14

Uploaded Files
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

Jon Fox

Date

2022-07-20

