

Profile and Plan Essentials

LEA Name		AUN
South Eastern SD		112676203
Address 1		
377 Main St		
Address 2		
City	State	Zip
Fawn Grove	PA	17321
Director of Special Education Name		
Thomas Wysocki		
Director of Special Education Email		
wysockit@sesd.k12.pa.us		
Director of Special Education Phone Number		Director of Special Education Ext
717-382-4843		6892
Chief Administrator Name		
Dr Nathan P Van Deusen		
Chief Administrator Email		
vandeusenn@sesd.k12.pa.us		

Special Education Students

Total Number of Students Receiving Special Education 425

School District Total Student Enrollment 2588

Percent of Students Receiving Special Education 16.4

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)

Improvement and Planning Activity
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Data reviewed during '21-22 cyclical monitoring indicated that SEDS did not meet the SPP target of 100% and was also 8% below the state average of 84.9% of student IEPs including appropriate measurable postsecondary goals. The special education department (administrators, instructional advisor, special education teachers) will review best practices in transition planning and work with training and technical assistance consultants from the intermediate unit to improve development of IEP goals and activities related to transition to post secondary training and employment outcomes. The special education department (administrators, instructional advisors, special education teachers) will work to build transition goals and activities for eligible young children age 14 and above based on student interest surveys and assessment data of student competencies in daily living skills, self-determination and interpersonal skills as well as employment skills.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity

For Indicator 3D, the District did not meet the targets for gaps in proficiency rates between students with IEPs and all students for ELA in grades 4, 8 and 11 and math grades 4, 8, and 11. The District will review data for patterns of performance below proficiency. The special education department staff members will work to improve inclusive practices for all students in the least restrictive environment. Administrators, special education teachers, instructional advisor, related service providers will work with IU technical assistance and training staff to identify best practices, and will build capacity in both general and special educators to improve outcomes for students within the general education environment.

Education Environments (Indicator 5)

Improvement and Planning Activity

In reviewing the Penn Data Special Education Data Report the number of students who receive services outside the regular class greater than 40% of the day was highlighted as an area for improvement. SEDS is 2.2% above the state average for this area and 2.3% above the State Performance Plan target of 9.9%. The special education department staff members will work to improve inclusive practices for all students in the least restrictive environment. Administrators, special education teachers, instructional advisor, related service providers will work with IU technical assistance and training staff to identify best practices, and will build capacity in both general and special educators to improve outcomes for students within the general education environment.

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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Non-Resident Students Oversight

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

No

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

The South Eastern School District currently does not host any institutions which meet the definition of a 1306 Facility for Children, which may include such facilities as detention homes, homes for orphans, drug and alcohol treatment centers, or similar types of facilities, within the boundaries of the school district. If the South Eastern School District would become a host for any children's institutions within the boundaries of the school district, designated school district personnel would work collaboratively with the staff from the institution and with those individuals who hold the educational rights for students placed in the facility. For students in which a public-school placement is appropriate, the school district would allow such students to attend the public schools within boundaries of the school district. For students in which a public-school placement may not be appropriate, the school district may wish to provide an educational program at the institution. The school district may also recommend school placements which are located outside of the institution, but not within the public-school setting such as a program operated by the Lincoln Intermediate Unit. Regardless of whether or not a student was a district resident, the South Eastern School District would handle the educational placements of such students in the same manner as any other resident student who was in need of special education services.

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

When the South Eastern School District has students placed in facilities which meet the definition of a 1306 facility and are located in other school districts, the Director of Special Education participates in child find activities for our resident students in other host school districts. The Director of Special Education attends Individualized Education Program and discharge meetings, either in person or via phone conference. The Director of Special Education takes an active role in ensuring that the students are making meaningful progress during their placement. The Director of Special Education collaborates with staff from SEDS pupil services and a student's home building to plan for a successful transition, and schedules follow up with student and family as needed.

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).**

The South Eastern School District has developed a partnership with host district where the youth detention facility in the area is located, the Lincoln Intermediate Unit, and the local facilities that serve incarcerated youth. The district contracts educational services through the Lincoln Intermediate Unit to provide educational services to students who have been incarcerated or placed in the youth detention center. When a student from the district is incarcerated, the Director of Special Education for the district is notified regarding the student, typically through probation, court, agency, parent, or the Lincoln Intermediate Unit. Educational records are sent to the facility including any records indicating eligibility for special education. When the student is eligible for special education services, the district provides copies of the most recent evaluations and the current Individualized Education Program (IEP). If the staff at the correctional institution feels that the student may be eligible for special education services through child find, the South Eastern School District works cooperatively with the Lincoln Intermediate Unit to ensure that an evaluation is completed. For students who are incarcerated and qualify for special education services, the Director of Special Education participates in IEP meetings and discharge meetings to assist with future placements. Students are eligible for their high school diploma when credit requirements for Kennard-Dale High School have been met. Students also have the option of completing their General Education Diploma (GED). When students are incarcerated outside of the immediate area, the South Eastern School District works cooperatively with other facilities and LEAs to provide appropriate resources and meet the needs of students on an individual basis.

Least Restrictive Environment

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

The SESD Special Education Data Report reports that 71% of eligible students were educated inside the regular education classroom 80% or more of the school day. This meets the SPP target of 61.5% and exceeds the state average of 61.8%. The district's Special Education Data Report reports that 11.9% of eligible students were educated inside the regular education classroom less than 40% of the school day. This does not meet the SPP target of 9.6% and exceeds the state average of 9.9%. SESD will continue to analyze trends in this data for opportunities to improve outcomes for students, however each child's IEP team considers individual student needs and makes placement decisions accordingly. The SESD students educated in settings outside the school district facilities is reported at 4% and meets the SPP target or 4.8% and exceeds the state average of 4.4%. --Many of our students with intellectual disabilities and autism spend more than 20% of their day outside of the general education classroom. During the recent school years ('21/22, to present) SESD has continued operating district Life Skills / Complex Needs as well as Autistic support classrooms at all k-6 grade levels and has provided more and more in-district supports resulting in expanded local capacity to meet the needs of students with the most intense needs in their neighborhood schools. Previously the district would contract with IU to place students with intellectual disabilities and those in need of autistic support in outside district public facilities or in special education centers, and with the addition of a Instructional Advisor for Special Education w/ a focus on autistic support needs, as well as classrooms to support Life Skills / Complex Needs and Autistic support the district continue to build on these in-district supports.

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 Eastern School District utilizes a Multi-Tiered System of Supports. All students are instructed in their regular classroom within Tier 1 and Tier 2, as long as success is evidenced through continual and consistent progress monitoring. This involves students currently at risk, as well as those with current Individualized Education Plans. It is only when no further adaptations/accommodations can be made to continue student success in the regular classroom environment that students are removed for Tier 3 interventions or to a special education environment. The inclusionary philosophy is promoted through co-teaching practices, pairing special educators with regular classroom teachers in the most effective manner, and is being implemented at each level K-12. Providing students with the necessary supports within the regular class permits students with disabilities to access the general education curriculum in the least restrictive environment. Students not making meaningful education progress are identified through progress monitoring, classroom performance, and program benchmarks. Formal identification of students requiring an Individualized Education Plan is completed through a series of psychological, achievement, and other assessments conducted by the school psychologist or other specialists. Results are discussed and evaluated by the IEP Team to determine student qualifications. The Director of Special Education participates as a Local Education Agency Representative for IEP meetings for students placed in private institutions to ensure that, to the maximum extent possible and appropriate for the student, services are provided in the least restrictive environment with non-disabled peers.

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

Training to assist the district in meeting State SPP targets is provided on an ongoing basis. Up to date information regarding LRE best practices are disseminated to the Director of Special Education through monthly Special Education Advisory Council Meetings with the Lincoln Intermediate Unit. The Director provides training in district (depending on the need and topic) via special education department meetings, leadership team meetings, psychological department meetings, building level faculty meetings, and district level inservices. Staff at the Lincoln Intermediate Unit are always available for consultation or specific training upon request of the Director of Special Education.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**
We provide a wide range of individualized supplementary aids and services to students within regular education, other educational related settings, extra-curricular and non-academic settings to enable our students to be educated with their non-disabled peers to the maximum extent appropriate. These accommodations and modifications can range from supports to address environmental needs (such as specialized seating, altered physical arrangements), adaptations for the pacing or presentation of instruction (frequent breaks, the use of sign language, presenting visuals with auditory), modification of assignments (shortening assignments, breaking down into steps, alternate format), testing adaptations and accommodations (tests read aloud, extended time, modified format), to specialized equipment (high tech to low tech assistive technology, special furniture), and staffing needs (additional staffing in the classroom, PCAs, nursing). Each student's supplementary aids and services are based on their unique set of needs.
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?**
Outside of district placements are based on student need as determined by the IEP team. Placements based upon SESD's continuum of special education services that support the availability of Least Restrictive Environment, include a continuum of alternative placements to meet the needs of children with disabilities. Special classes, separate schooling or other removal from the regular educational environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Some of those options include IU fair share programs, contracting with neighboring school districts who provide their own programs/services, and private programs. We still consider the least restrictive environment in those programs by looking at services in the regular education environment to the maximum extent possible for each student. Each student, family and school team discusses participation in extracurricular activities to ensure meaningful access to a well rounded experience. Where appropriate, the district collaborates with out of district placements to adjust times, and transportation services. Additionally, students who are removed for disciplinary reasons are recommended to attend an Alternative Education for Disruptive Youth programming placement. AEDY programs are designed for seriously and persistently disruptive students. By law, districts may refer students to AEDY programs only if they demonstrate, to a marked degree, any of the 6 conditions. The program must enable all students to make normal academic progress and to meet the requirements for graduation in their home school district. Placement in an AEDY program should be considered only after all other options for improving behavior have been exhausted. This includes the use of each school's Student Assistance Program.
6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**
The SESD continue to focus on improving ability to maintain students with disabilities in the least restrictive environment. Each building (K-12) continues to plan for continuous improvement with a Multi Tiered System of Support framework, and collaborates with training and technical assistance staff from the Lincoln Intermediate Unit to assess implementation status, set goals and develop action steps for improving fidelity of implementation. The addition of an instructional advisor for special education has increased capacity to address inclusive practices within the general education environment. A multi disciplinary team including general education teachers, special education teachers, counselors, social services coordinators, administrators, literacy specialists, intervention specialists, school psychologists, and related service therapists will need to continue developing capacity to improve core instructional programming and practices as well as to improve fidelity of implementation of supplemental and intensive supports for all students. Improving district's supports and programming for students with complex academic and behavioral needs continues to be an area of focus as we work to provide for the needs of students currently receiving supports outside the general education environment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Dallastown Middle School	Other	School District - Fair Share Classroom	Lincoln Intermediate Unit	Multiple Disabilities Support	2
Shrewsbury Elementary School	Other	School District - Fair Share Classroom	Lincoln Intermediate Unit	Multiple Disabilities Support	3
River Rock Academy - Red Lion	Licensed Private Academic		River Rock Academy	Emotional Support	3
Sheppard Pratt School of Hunt Valley (MD)	Approved Private School (APS)		Sheppard Pratt	Autistic Support	1
York County School of Technology	Other	CTE - Intermediate Unit Class	Lincoln Intermediate Unit	Life Skills Support	1
York County School of Technology	Other	CTE	York County School of Technology	Learning Support	18
Yorkshire Academy	Other	Center Based IU Program	Lincoln Intermediate Unit	Life Skills Support	4
Dallastown Area High School	Other	School District - Fair Share Classroom	Lincoln Intermediate Unit	Multiple Disabilities Support	1
Home	Other	Instruction in the Home	Lincoln Intermediate Unit	Multiple Disabilities Support	1
York Learning Center	Other	Center Based IU Program	Lincoln Intermediate Unit	Emotional Support	2
York County School of Technology	Other	CTE - Intermediate Unit Class	Lincoln Intermediate Unit	Emotional Support	1
High Roads School of Southern York	Other	Non-Public, Non-Licensed School	Specialized Education Services, Inc.	Autistic Support	2
York County School of Technology	Other		CTE-Intermediate Unit	Speech and Language Support	1
River Rock Academy Red Lion	Licensed Private Academic		River Rock Academy	Learning Support	1
Paradise School	Licensed Private		IU 12	Emotional Support	1

	Academic				
Lincoln Edge	Other	Cyber Program	Lincoln Intermediate Unit	Emotional Support	2
Lincoln Edge	Other	Cyber	Lincoln Intermediate Unit	Learning Support	1
Western PA School for the Deaf	Approved Private School (APS)		Western PA School for the Deaf	Deaf and Hard of Hearing Support	1
Hoffman Academy	Licensed Private Academic		Hoffman Homes	Emotional Support	1
York Learning Center	Other	Center Based IU Program	Lincoln Intermediate Unit	Multiple Disabilities Support	2
York Suburban High School	Other	School District Fair Share Classroom	Lincoln Intermediate Unit	Autistic Support	1

Positive Behavior Support

Date of Approval

2021-01-21

Uploaded Files

Policy 113.2 Behavior Support.pdf

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

The administrative team, social services coordinators, school psychologists, school counselors, general and special educators, related service providers, literacy and intervention specialists work within the established MTSS framework to monitor and plan for core social, emotional needs of students. Each building (K-12) has an established Positive Behavior Intervention and Supports plan to provide for social, and emotional needs as well. The South Eastern School District has added an instructional advisor to special education position to support improved inclusive practices for all students in the general education environment. Also added to our pupil services is an additional social services coordinator (district now employs two). The emotional, social needs of our students with disabilities is determined by each students' IEP which will include a positive behavior support plan based on hypothesis from a functional behavior assessment if needed. Effective core classroom management practices and the coaching support of MTSS team members also provides for the social, emotional needs of students with disabilities. School counselors, special educators, social services coordinators together with other members of the school team work to provide regular social skills lessons and work with students (in need) in smaller targeted groups. The district has four emotional support classrooms that address the needs of students with disabilities that need classroom both itinerant and supplemental emotional support across all grade levels (K-12). The emotional support classrooms implement a SEL (Social and Emotional Learning) program across all grade levels that further supports the emotional, social needs of students with disabilities. The district is currently working to complete a pilot implementation of a SEL screening instrument and intervention tool, and will be implementing throughout all buildings in the district.

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.

Teachers and support staff are notified of and provided with the opportunity to attend professional development opportunities related to student behavior. In the past, trainings have been provided at all building levels for the creation of Functional Behavioral Assessments and Positive Behavior Support Plans. Our school psychologists, Director of Special Education and consultants for the IU provide technical assistance to teachers who need additional assistance with addressing student behavior. Behavior that constitutes a danger to self or others requires immediate intervention. At a minimum, each school has a designated group of individuals who have been trained in de-escalation techniques and the proper use of restraints utilizing the Crisis Prevention and Intervention (CPI) model. Three staff members are in-house CPI trainers. Designated staff members are trained and given refresher training on an annual basis.

3. Describe the district positive school wide support programs.

In order to provide a safe learning environment for all, the South Eastern School District utilizes multiple forms of Positive Behavior Support (PBS). School-wide Positive Behavior Support (SWPBS) Programs are utilized throughout the district. SWPBS is a process for creating safe and effective learning

environments in which a proactive approach is used to teach, monitor, and reinforce appropriate school behavior for all students. When students present with needs that cannot be managed with SWPBS alone, school teams may develop informal behavioral assessments and create individualized positive behavior support plans. If behavioral needs continue after a positive behavior support plan is implemented, the student may be referred for a special education evaluation for further assessment.

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

The South Eastern School District partners with TrueNorth to offer on-site school based behavioral health services for our students. Each of our six school buildings is approved as a TrueNorth satellite office for our students. The school guidance counselors and the district social services coordinator assist families in the referral process, specifically when they are unable to access mental health counseling outside of the school setting. The TrueNorth counselors work with the families and students directly to provide the mental health services needed. School facilities are made available during the summer months for ongoing appointments so that students and families can receive the continuity of care that is critical in mental health. School based mental health services has been a wonderful addition to our community, especially for a somewhat remote area where people have difficulty accessing mental health care in many cases.

5. Describe the district restraint procedure.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP with parental consent only if the restraint is used with specific component elements of a Positive Behavior Support Plan, the restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors, staff are authorized to use the restraint and have received appropriate training (at SESD, we use CPI), and the Positive Behavior Support Plan includes efforts to eliminate the use of restraints.

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.

At times, the South Eastern School District has difficulty ensuring FAPE for students with severe emotional needs. Since we cannot ensure referrals to mental health facilities will result in placement, sometimes students remain longer in educational placements where they are not making as much progress as possible due to mental health needs not being met. The district also has difficulty ensuring FAPE for students who move into non-public or private facilities. Often the district is unaware of these placements until we receive a request to pay for educational services. Sometimes students move between placements and school districts are not informed of these moves. With good communication, the South Eastern School District can help to ensure that, to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities, are educated with non-disabled peers and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids/services cannot be achieved satisfactorily. The South Eastern School District works collaboratively with community-based agencies to fill the gaps within services. At times, the district may make a interagency planning team referral to gain community assistance with students with the greatest level of need.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EC-9999-SPL	Elementary	Part-time (0.5)	03/06/2024 11:34 AM

Building Name		
Stewartstown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 7
Age Range Justification		FTE %
		0.14

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SS-9999-SPL	Elementary	Part-time (0.5)	03/06/2024 11:37 AM

Building Name		
Fawn Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 10
Age Range Justification		FTE %
Students are seen individually or in small groups with like-age peers		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HH-9999-SPL	Elementary	Full-time (1.0)	03/06/2024 11:40 AM

Building Name		
Stewartstown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %
Students are seen individually or in small groups with like-age peers		0.34

Building Name		
South Eastern Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	11 to 13

Age Range Justification	FTE %
	0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AS-4599-SPL	Elementary	Full-time (1.0)	03/06/2024 11:40 AM

Building Name	
Delta-Peach Bottom El Sch	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	Case Load
Itinerant (20% or Less)	12
Identify Classroom	Classroom Location
School District	Elementary
	Age Range
	5 to 8
Age Range Justification	FTE %
	0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ET-4602-CS	Secondary	Full-time (1.0)	03/01/2024 10:10 AM

Building Name	
Kennard-Dale HS	
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	14 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Kennard-Dale 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 18
Age Range Justification		FTE %
		0.35

Building Name		
Kennard-Dale 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CB-6832-AS	Elementary	Full-time (1.0)	03/01/2024 10:06 AM

Building Name		
South Eastern Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.08

Building Name		
South Eastern Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TE-7699-LS	Secondary	Full-time (1.0)	03/01/2024 08:57 AM

Building Name		
South Eastern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

Building Name		
South Eastern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
JT-4602-LS	Secondary	Full-time (1.0)	03/01/2024 08:59 AM

Building Name		
Kennard-Dale 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		
Kennard-Dale 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 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MC-7699-LS	Secondary	Full-time (1.0)	03/01/2024 09:29 AM

Building Name		
South Eastern MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KD-4832-ES	Elementary	Full-time (1.0)	03/01/2024 09:30 AM

Building Name		
South Eastern Intrmd Sch		
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	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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CM-4601-CS	Elementary	Full-time (1.0)	03/01/2024 09:32 AM
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Building Name		
Fawn Area 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Whole group instruction delivery only on seasonal activities. Age range waivers signed where appropriate.		0.15

Building Name		
Fawn Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Whole group instruction delivery only on seasonal activities. Age range waivers signed where appropriate.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KP-4600-AS	Elementary	Full-time (1.0)	03/01/2024 09:33 AM

Building Name		
Stewartstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 7
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KB-7699-CS	Secondary	Full-time (1.0)	03/01/2024 09:34 AM

Building Name		
South Eastern MS		
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	13 to 14
Age Range Justification		FTE %

	0.35
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB-4600-LS	Elementary	Full-time (1.0)	03/01/2024 09:36 AM

Building Name		
Stewartstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Stewartstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BM-4602-LS	Secondary	Full-time (1.0)	03/01/2024 09:36 AM

Building Name		
Kennard-Dale HS		
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	Secondary	15 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Kennard-Dale HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MG-4602-ES	Secondary	Full-time (1.0)	03/01/2024 10:11 AM

Building Name		
Kennard-Dale HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Kennard-Dale HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TM-6832-CS	Elementary	Full-time (1.0)	03/01/2024 09:39 AM

Building Name		
South Eastern Intrmd 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	12 to 13
Age Range Justification		FTE %
		0.04

Building Name		
South Eastern Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CS-6832-LS	Elementary	Full-time (1.0)	03/01/2024 09:40 AM

Building Name		
South Eastern Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
EH-7699-LS	Elementary	Full-time (1.0)	03/01/2024 09:41 AM

Building Name		
South Eastern MS		
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	Elementary	12 to 14
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LH-4601-LS	Elementary	Full-time (1.0)	03/01/2024 09:44 AM

Building Name		
Fawn Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %
Students of differing ages are not supported at the same time.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CM-6832-LS	Elementary	Full-time (1.0)	03/01/2024 09:45 AM

Building Name		
South Eastern Intrmd 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	11 to 13
Age Range Justification		FTE %
		0.26

Building Name		
South Eastern Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CK-4602-LS	Secondary	Full-time (1.0)	03/01/2024 09:46 AM

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

	0.28
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Building Name		
Kennard-Dale HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MCS-4602-BS	Secondary	Full-time (1.0)	03/01/2024 10:03 AM

Building Name		
Kennard-Dale 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 19
Age Range Justification		FTE %
		0.02

Building Name		
Kennard-Dale HS		
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	16 to 19
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KG-7699-LS	Secondary	Full-time (1.0)	03/01/2024 09:49 AM

Building Name		
South Eastern MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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HS-4600-LS	Elementary	Full-time (1.0)	03/01/2024 09:51 AM
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Building Name		
Stewartstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.3

Building Name		
Stewartstown El Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LN-6832-LS	Elementary	Full-time (1.0)	03/01/2024 09:52 AM

Building Name		
South Eastern Intrmd 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
Age Range Justification		FTE %
		0.26

Building Name		
South Eastern Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MW-7699-ES	Secondary	Full-time (1.0)	03/01/2024 09:53 AM

Building Name		
South Eastern MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AW-4600-AS	Elementary	Full-time (1.0)	03/01/2024 09:55 AM

Building Name		
Stewartstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 11
Age Range Justification		FTE %
One student is out of age range (has age range waiver)		0.12

Building Name		
Stewartstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 11
Age Range Justification		FTE %
One student is out of age range (has age range waiver)		0.08

Building Name		
Stewartstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 11
Age Range Justification		FTE %
One student is out of age range (has age range waiver)		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AC-6832-LS	Elementary	Full-time (1.0)	03/01/2024 09:55 AM

Building Name
South Eastern Intrmd Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	11 to 13
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KS-9999-HI	Multiple	Part-time (0.5)	03/06/2024 11:21 AM

Building Name		
Stewartstown El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

Building Name		
South Eastern Intrmd Sch		
Support Type		
Deaf And Hearing Impaired Support		

Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	12 to 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MC-4601-ES	Elementary	Full-time (1.0)	03/01/2024 09:59 AM

Building Name		
Fawn Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Fawn Area El Sch		
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	Elementary	7 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SI-4602-LS	Secondary	Full-time (1.0)	03/01/2024 10:02 AM

Building Name	
Kennard-Dale HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	18
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LU-4599-LS	Elementary	Full-time (1.0)	03/01/2024 10:01 AM

Building Name

Delta-Peach Bottom El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %
Students of differing ages are not supported at the same time.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SF-4602-LS	Secondary	Full-time (1.0)	03/01/2024 10:02 AM

Building Name		
Kennard-Dale HS		
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	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided services with students close in age range.		0.26

Building Name		
Kennard-Dale HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided services with students close in age range.		0.05

Special Education Facilities

Building Name		Room #
Fawn Area El Sch		33
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 37 feet, 0 inches	1073sqft	38
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
South Eastern Intrmd Sch		303
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Stewartstown El Sch		10
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 37 feet, 0 inches	925sqft	33
Implementation Date		
2022-05-23		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Stewartstown El Sch		48
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 36 feet, 0 inches	576sqft	20
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
South Eastern MS		129
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 21 feet, 0 inches	588sqft	21
Implementation Date		
2022-05-23		

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

Building Name		Room #
Stewartstown El Sch		36
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 37 feet, 0 inches	1036sqft	37
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Delta-Peach Bottom El Sch		29
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
South Eastern MS		133
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 32 feet, 0 inches	672sqft	24

Implementation Date
2022-05-23
Uploaded Files

8Assurance Check

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

Building Name		Room #
South Eastern Intrmd Sch		206
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Delta-Peach Bottom El Sch		31
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 28 feet, 0 inches	336sqft	12
Implementation Date		
2022-05-23		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
South Eastern MS		131
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-05-23		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Stewartstown El Sch		13
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 23 feet, 0 inches	414sqft	14
Implementation Date		
2022-05-23		
Uploaded Files		

12Assurance 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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Kennard-Dale HS		148
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 6 inches x 12 feet, 9 inches	159sqft	5
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
South Eastern Intrmd Sch	LIB-C

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 16 feet, 0 inches	192sqft	6
Implementation Date		
2022-05-23		
Uploaded Files		

14 Assurance Check

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

Building Name		Room #
South Eastern Intrmd Sch		304
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Fawn Area El Sch		16
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 37 feet, 0 inches	851sqft	30
Implementation Date		
2022-05-23		
Uploaded Files		

16Assurance Check

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

Building Name	Room #
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South Eastern MS		223
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 21 feet, 0 inches	441sqft	15
Implementation Date		
2022-05-23		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
Delta-Peach Bottom El Sch		44
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 17 feet, 0 inches	187sqft	6
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
South Eastern Intrmd Sch		106
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
Uploaded Files		

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

Building Name		Room #
South Eastern MS		SMCONF
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 12 feet, 0 inches	144sqft	5
Implementation Date		
2022-05-23		
Uploaded Files		

20Assurance Check

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

Building Name		Room #
Kennard-Dale HS		100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 17 feet, 0 inches	612sqft	21
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Stewartstown El Sch		20
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 38 feet, 0 inches	1140sqft	40
Implementation Date		
2022-05-23		
Uploaded Files		

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

Building Name		Room #
South Eastern Intrmd Sch		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Fawn Area El Sch		37
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 35 feet, 0 inches	770sqft	27
Implementation Date		
2022-05-23		
Uploaded Files		

24Assurance Check

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

Building Name		Room #
Stewartstown El Sch		11
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 23 feet, 0 inches	414sqft	14
Implementation Date		
2022-05-23		
Uploaded Files		

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

Building Name		Room #
Kennard-Dale HS		153
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 26 feet, 0 inches	442sqft	15
Implementation Date		
2022-05-23		
Uploaded Files		

26Assurance Check

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

Building Name		Room #
Fawn Area El Sch		16
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26
Implementation Date		
2022-05-23		
Uploaded Files		

27Assurance Check

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

Building Name		Room #
Stewartstown El Sch		20
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
41 feet, 0 inches x 27 feet, 0 inches	1107sqft	39
Implementation Date		
2022-05-23		
Uploaded Files		

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

Building Name		Room #
South Eastern MS		212
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 21 feet, 0 inches	588sqft	21
Implementation Date		
2022-05-23		
Uploaded Files		

29Assurance Check

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

Building Name		Room #
South Eastern Intrmd Sch		203
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-23		
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	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
South Eastern MS		130
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 21 feet, 0 inches	630sqft	22
Implementation Date		
2022-05-23		
Uploaded Files		

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

Building Name		Room #
Kennard-Dale HS		125
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 26 feet, 6 inches	583sqft	20
Implementation Date		
2022-05-23		
Uploaded Files		

32Assurance Check

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

Building Name		Room #
South Eastern Intrmd Sch		305
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2023-08-24		
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		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
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

34Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Director of Pupil Services	1	District Wide	District
School Psychologist	3	District Wide	District
Social Worker	1	Elementary	District
Social Worker	1	Secondary	District
Guidance Counselor	5	Elementary	District
Guidance Counselor	4	Secondary	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Other	1	District Wide	District
Paraprofessionals	28	Elementary	District
Paraprofessionals	11	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Overview of Autism, and supporting students with Autism in inclusive settings			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Intervention and Supports			
Lead Person/Position		Year of Training	
Building Principals		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Paraprofessionals complete training in verbal de-escalation strategies, crisis intervention strategies provided by the district certified instructors in Nonviolent Crisis Intervention through the use of the Crisis Prevention Institute's training curriculum.			
Lead Person/Position		Year of Training	
Director of Pupil Services and Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Through the use of in-house and on-line professional development related to special education topics paraprofessionals will have opportunities to meet and maintain highly qualified status			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
varies	varies	District Other	Paraprofessionals

Transition

Description of Training	
Provide multiple opportunities to learn about career paths and assist with preparing students for graduation and post secondary planning.	
Lead Person/Position	Year of Training

Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
varies	varies	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Training on secondary transition elements for special education teachers			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	Special Education Teachers

Science of Literacy

Description of Training			
Language Essentials for Teachers of Reading and Spelling (LETRS) training for reading specialists, literacy coach and learning support teachers.			
Lead Person/Position		Year of Training	
Assistant Superintendent		2024	
Hours Per Training	Number of Sessions	Provider	Audience

3	8	Intermediate Unit	Central Office Administrators Special Education Teachers Other
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Parent Training

Description of Training			
Overview of special education supports and programming as well as IEP development.			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	varies	District Intermediate Unit	Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
IEP development, creating data-based statements of present levels of academic and functional performance and writing measurable annual goals			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Special Education Teachers Other

Description of Training			
Framework for Access and Belonging: guides teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings.			
Lead Person/Position		Year of Training	
Director of Special Education		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date

2022-07-21

Uploaded Files

Sp Ed plan assurances...Hoffman.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

Nathan P. Van Deusen

Date

2022-08-30

