

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 368  
School District Total Student Enrollment 2040  
Percent of Students Receiving Special Education 18

## Steering Committee

Name	Position/Role	Building	Email
Mr. Ron Heitchue	Director of Special Education	Southmoreland SD	heitchuer@southmoreland.net
Dr. Jason Boone	Superintendent	Southmoreland SD	boonej@southmoreland.net
Dr. Daniel Clara	Other	Southmoreland SD	clarad@southmoreland.net
Mrs. Katie Marnell	General Education Teacher	Southmoreland EI Sch	marnellk@southmoreland.net
Mrs. Kelly Derr	General Education Teacher	Southmoreland Primary Center	derrk@southmoreland.net
Ms. Kaely Potochnik	General Education Teacher	Southmoreland Primary Center	potochnikk@southmoreland.net
Ms. Missy Farrell	Special Education Teacher	Southmoreland SHS	farrellm@southmoreland.net
Mrs. Marisa Hart	Special Education Teacher	Southmoreland SHS	hartm@southmoreland.net
Mrs. Allison Pawlikowsky	Special Education Teacher	Southmoreland EI Sch	pawlikowskya@southmoreland.net
Mrs. Leah Berry	Other	Southmoreland MS	berryl@southmoreland.net
Mrs. Jana Olsen	Special Education Teacher	Southmoreland Primary Center	olsenj@southmoreland.net
Mrs. Sarah Whitacre	Other	Southmoreland Primary Center	whitacres@southmoreland.net
Mrs. Christina Smithula	Other	Southmoreland EI Sch	smithulac@southmoreland.net
Mrs. Grace Burke	Other	Southmoreland EI Sch	burkeg@southmoreland.net
Mr. Duane Frund	Board Member	Southmoreland SD	frundd@southmoreland.net
Mrs. Charity Colebank	Other	Southmoreland SHS	colebankc@southmoreland.net
Mr. Daniel Krofcheck	Building Principal	Southmoreland SHS	krofcheckd@southmoreland.net
Mrs. Michelle Williams	Parent	Southmoreland EI Sch	williamsm@southmoreland.net
Mrs. Morgan Coleman	General Education Teacher	Southmoreland EI Sch	colemanm@southmoreland.net

## 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)

Improvement and Planning Activity
The provision of training on explicit instructional delivery methodologies in the general education setting at the early grade levels to increase student reading skill acquisition and reading proficiency (ECRI training)
Community-School partnership initiatives to get parents, business leaders, vocations, etc., into classrooms to discuss the importance of school and remaining in school through graduation.
Continued provision of credit recovery programming for students needing such options.
Establish partnership with Armed Forces Services to provide an in-school opportunity to learn of military service options post secondarily (STARS program).
Monthly building level Special Education staff meetings to review student cases to identify students believed to be at risk for drop out
Student case-managers' requirement to schedule meeting with school counselor to review academic status of students at risk of course failure with follow-up meetings and phone calls to improve parent engagement.

## Assessment (Indicator 3)

Indicator not flagged at this time.

## Education Environments (Indicator 5)

Indicator not flagged at this time.

### Parent Involvement (Indicator 8)

Indicator not flagged at this time.

### Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

### Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

### Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

### Mediation (Indicator 16)

Indicator not flagged at this time.



## School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
Citation: 7. FSA- DROPOUT RATES	<p>1.) Monthly building level Special Education staff meetings to review student cases to identify students believed to be at risk for drop out</p> <p>2.) The provision of training on explicit instructional delivery methodologies in the general education setting at the early grade levels to increase student reading skill acquisition and reading proficiency (ECRI training)</p> <p>3.) Community-School partnership initiatives to get parents, business leaders, vocations, etc., into classrooms to discuss the importance of school and remaining in school through graduation.</p> <p>4.) Continued provision of credit recovery programming for students needing such options.</p> <p>5.) Establish partnership with Armed Forces Services to provide an in-school opportunity to learn of military service options post secondarily (STARS program).</p> <p>6.) Student case-managers' requirement to schedule meeting with school counselor to review academic status of students at risk of course failure with follow-up meetings and phone calls to improve parent engagement.</p>
Citation: 11. FSA- LEAST RESTRICTIVE ENVIRONMENT	<p>1.) Provide flexible instruction groups at early elementary levels (W.I.N. time) to provide targeted instructional intervention to improve academic skill acquisition</p> <p>2.) The provision of training on explicit instructional delivery methodologies in the general education instructional setting at the early grade levels to increase student reading skill acquisition and reading proficiency (ECRI training).</p> <p>3.) Hold monthly building level Special Education staff meetings to review student cases to identify opportunities for increased participation in the general education setting.</p> <p>4.) Review out of district student placements at the conclusion of every quarter to review readiness for transition back to in-district educational placement.</p> <p>5.) Explore with administrative team and WIU support personnel a timeline for MTSS adoption.</p> <p>6.) Explore with administrative team and WIU support personnel a timeline for School-Wide Positive Behavioral Supports adoption at the Primary School level and facilitate continued implementation of PBIS at the Elementary School 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.

<b>Identify Trends/Notable Observations</b>	<b>Improvement Planning and Activities</b>

**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?

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Penn Residential, Inc.	Group Home		District	0

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.)  
 Southmoreland School District is the host district for one 1306 facility, a residential group home. The Southmoreland School District is aware of child find obligations to identify students with disabilities in 1306 placements and complies with Section 1306 of the Public School Code to ensure FAPE and LRE. Presently, the Southmoreland School District follows policies set forth in §24 P.S. S 13-1308 to establish residency of a student who is living at the residential facility, but whose parents are not residents of the Southmoreland School District. Students who are residents of these facilities are able to attend the Southmoreland School District. To ensure FAPE and LRE, as well as meet obligations associated with Section 1306, Southmoreland ensures that services will be provided by a certified special education teacher; and assumes responsibility for making decisions regarding the goals, programming, and educational placement for each student. Southmoreland also seeks advice from the student's family's resident school district with respect to the student, and keeps that school district informed of its plans to educate students. When the Southmoreland School District is notified that a resident student is being educated by another school district under Section 1306, the District claims the student and provides the appropriate documentation of funds to support that student's education in the host district. When the Director of Special Education is informed by the educating district or entity, a District representative will attend the meeting and Individualized Education Program (IEP) meetings either in person or via phone conference and will provide input. The barriers that limit the District's ability to meet its Section 1306 obligations are timely communication from the education entity about the student's placement and lack of parent understanding of the local district's responsibility when a child is being educated under this regulation.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
 Our school district has established relationships with our surrounding school districts as well as with the administration of the Penn Residential 1306 facility provider so that we receive immediate notification when a school-age student is placed in a residential stay at the Penn Residential site located within the geographical boundaries of our school district. Additionally, the Southmoreland School District's Special Education Department's administrative assistant reaches out to Penn Residential at the beginning of every month to inquire as to that provider's residential population to explore the possibility of any new school-age student placements. All communications occur initially through phone calls, but may also include emails or virtual/remote communications via a group virtual meeting platform (Google Meets). The SSD focuses on a team approach which engages the student's family, the student's family's resident school district representative(s), the 1306 facility team members, and our own host district LEA representatives both at the time of student placement in the 1306 facility and at the time

of transition planning for return to the student's residential school district of origin, as well as throughout the duration of the time of the student's education within the identified appropriate educational placement while residing at Penn Residential. Communications occur at IEP meetings and conversations focus on disability category of eligibility, whether there is need for reevaluation for appropriate educational planning, least restrictive environment, and ultimately, transition back to the family's resident school district of origin. The Southmoreland School District wishes to keep the home school district well informed and to have ownership in the decision making processes while their student is being educated. By including the family and the resident school district in all IEP meetings while the student is in a 1306 facility, we allow the home school district to be engaged, to have decision making ownership, and to be aware of all information needed pertaining to the student's educational programming and best supports the planning process for transition back to the home school district when that time arrives. The coordination of the transition planning process may also involve participants (special education teachers; related service providers; administrators; etc.) of out of district placements in such instances when the student is not being educated in a Southmoreland School District neighborhood school (e.g., Westmoreland Intermediate Unit's Clairview School; Merakey Schools; Adelphoi programs; etc.). All information is updated in the student's IEP in accordance with Chapter 14 regulations and guidelines and all of the student's records are transferred back to the school district of origin (resident school district) as outlined under 22 PA Code. All IEP team members work together and collaborate through any necessary means of communication (in-person meetings; virtual/remote meetings; emails, phone conference) in order to facilitate a successful transition process for the student and family.

## 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.

Southmoreland School District's 2021-2022 school year Special Education Data Report (SEDR) illustrates that we have 76.4% of our special education student population participating in the regular education classroom for 80% or more of their instructional day. In this regard, our school district exceeds the Pennsylvania State average (61.8%) for special education student participation in the general education curriculum for 80% or more of their school day. Additionally, Southmoreland School District's 2021-2022 school year Special Education Data Report (SEDR) illustrates that we have only 5.6% of our special education student population participating in the regular education classroom for less than 40% of their instructional day. In this regard, our school district also bests the Pennsylvania State average (9.9%) for special education student participation in the general education curriculum for less than 40% of their school day. Lastly, Southmoreland School District's 2021-2022 school year Special Education Data Report (SEDR) illustrates that we have 4.1% of our special education student population participating in other settings or out of district placements for their educational program. The Pennsylvania State average for special education student participating in instructional programming in other settings is 4.4%, so Southmoreland School District is also below the State average for out of district placements. In all three indicators of Least Restrictive Environment, Southmoreland School District's students are being better served in comparison to students, on average, across the State of Pennsylvania. Southmoreland School District will continue to monitor the Penn Data SEDR data to review and ensure maintenance of LRE.

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?

Although Southmoreland School District has not fully implemented MTSS or School-Wide PBIS, we do execute universal practices to support students both academically and in areas of social, emotional and behavioral need. Across all grade level school buildings, academic interventions for all subject areas are available to all students during the Student Support Period and Intervention/Enrichment Time. Special education teachers utilize a variety of intervention programs to supplement student instruction. In addition, computerized interventions are available at all levels. All services are provided based upon students' needs as determined in their IEPs. Southmoreland School District's kindergarten, 1st grade, and 2nd grade regular education teachers and special education teachers received specialized training on Enhanced Core Reading Instruction (ECRI) routines that are now executed daily as part of the general education core reading instructional program. Teachers have received both the ECRI foundational skills training as well as the ECRI Vocabulary and Comprehension training. Southmoreland Primary Center provides students with intervention in both beginning reading and beginning math skill development. Additionally, W.I.N. (What I Need) groups are identified based on student data collection and student data analysis to assign students by skill deficit/skill strength need. This is a grade level intervention/enrichment time when all available resources in the building are pooled together to provide specific, small group intervention, daily. Similarly, at Southmoreland Elementary School, flexible groups are identified and intervention/enrichment time is provided with all available resources in the building being pooled to provide specific, small group intervention/enrichment as needed, daily. Both Southmoreland Middle School and Southmoreland High School have reading and math interventionists who support individual student needs. Ultimately, students suspected of having a disability will participate in a multidisciplinary evaluation. The IEP team examines the results of the MDE and determines programming options, considering continuum of service levels. The least restrictive environment (LRE) component of the Individuals with Disabilities Education Act (IDEA) mandates that the IEP team consider educating students who are identified with disabilities within the general education setting with supplementary aids and services to the maximum extent appropriate prior to

considering more restrictive settings. Each student's Individualized Educational Program (IEP) team reviews the student's needs to determine what specific supplementary aids and services are needed for the student to be successful in his/her educational setting. Additionally, the SSD utilizes the universal practices associated with the Universal Design for Learning for all students, kindergarten through 12th grades. The three principles of Universal Design for Learning for all students are: multiple means of engagement; multiple means of representation; multiple means of action/expression. Student engagement is recruited by teachers by explaining the relevance of learning objectives and making meaningful connections for students that foster and promote our students' understanding and appreciation of the benefit to them for actively engaging in learning skills and content associated with learning objectives. Our teachers provide students with firm learning goals through flexible means. Students are provided with multiple means of representation, or modes/methodologies of instruction (how we are teaching the content), to again, increase student engagement and promote and enhance student learning experiences. Additionally, students are afforded choice in instructional activities or assignments through which they master learning objectives. Similarly, students are afforded choice in how they demonstrate or express (multiple means of action/expression) their degree of mastery of content. By following these principles of Universal Design for Learning, the Southmoreland School District provides a supportive environment for both student engagement and ultimately student learning and growth.

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

Southmoreland School District provides general education programming that is aligned with Pennsylvania's Standards Aligned System (SAS) of grade level skills and content for each grade level, kindergarten through 12th grade. During the current 2022-2023, all teachers and grade level teams completed a review of their instructional content and constructed curriculum overviews to ensure proper alignment with PA SAS, grade level standards. SSD uses evidenced based, empirically supported curricular resources, as well as teacher generated and grade level team generated instructional practices and curriculum based or classroom based assessments in the delivery of grade level curricular standards and content. Most recently (2021-2022 school year & 2022-2023 school year), our kindergarten through 2nd grade general education and special education teachers received training on Enhanced Core Reading Instruction (ECRI). Prior to the scheduling of this training at the beginning of the 2021-2022 school year, an elementary team of teachers reviewed various reading program resources and adopted a new reading series for use at our Primary Center (grades Kindergarten and 1st grade) and our Elementary School (grades 2nd through 5th) that is complementary to the ECRI routines with associated ECRI overlays for each reading unit in each of the K through 2nd grade reading units taught. During the current 2022-2023 school years, our Primary Center and Elementary School reading interventionists and special education teachers are receiving the Language Essentials for Teachers of Reading and Spelling (LETRS) training. This same cohort of teachers has also received the intensive Tier 3 ECRI training that can be incorporated to support and accelerate our students' with disabilities acquisition of functional reading skills that may, in turn, potentially foster or create opportunities for greater participation in the general education program during core reading instruction. Southmoreland School District also seeks out training opportunities for our Speech & Language pathologists for the purpose of increasing the opportunities for speech and language supportive service provision in the general regular education classroom setting, not only for students already identified as a student with a speech or language impairment, but also for a Tier 1 level of support for all students. Our SLP's are scheduled for trainings in the spring of 2023, one of which focuses on executive functions in the general education classroom and one of which focuses on visual phonics for students with hearing impairments. The upcoming training on executive functions is summarized as follows: Speech-language pathologists are called upon to assess the needs and provide related services for students with a range of

developmental and acquired disorders, many of whom exhibit co-existing executive function deficits. The development of executive functions is needed to control and regulate cognitive and social behaviors, such as controlling impulses, paying attention, remembering information, planning, organizing time and materials, and responding appropriately to various situations. These skills become increasingly important from preschool onward as students have to integrate and synthesize multiple linguistic and other subskills in order to read and comprehend, write, complete projects, and prepare for quizzes and tests. This training will review how executive functions and metacognitive skills affect educational performance, as well as considerations for assessment and implementation strategies. Beyond these trainings, our Speech & Language Pathologist team is actively identifying means of Tier 1 general education push-in support for all students in their respective buildings, particularly at the elementary school levels and has previously received training on an MTSS model of Speech & Language Support provision. Additionally, the Southmoreland School District provides the following supplementary aids and services to students to ensure meaningful participation of students with disabilities in the general education curriculum: Academic interventions: Interventions for all subject areas are available to all students during the Student Support Period and Intervention/Enrichment Time. Special education teachers utilize a variety of intervention programs to supplement student instruction. In addition, computerized interventions are available at all levels. All services are provided based upon students' needs as determined in their IEPs. During the 2021-2022 school year, Southmoreland Primary Center began a Walk to Intervention "What I Need (W.I.N. Groups) model. Students' participation in these "W.I.N." Groups is fluid and is determined based on a review of Acadience data on individual student competency in specific areas of reading skill acquisition. During the 2022-2023 school year, Southmoreland Elementary School began a Walk to Intervention "Flexible Groups" model. These are grade level intervention/enrichment times when all available resources in the buildings are pooled together to provide specific, small group intervention - daily. Assessment: Comprehensive assessments are available for all students in need. The District utilizes professionals from the WIU for assistive technology evaluations based upon individual student needs. CAMCO provides evaluations for students with OT and PT concerns. Benchmark Assessments: Benchmark assessments and progress monitoring in Reading and Math are used in all buildings. In the 2021-2022 school year, SSD adopted NWEA MAPS Fall, Winter, and Spring Benchmark testing of all grades in reading and mathematics. In addition to NWEA MAPS, Acadience testing and progress monitoring for W.I.N. groups occurs more frequently throughout the entire school year at the Southmoreland Primary Center K-1st grade building to continuously assess student growth in the key foundational skill areas for beginning reading and math skill acquisition. Career Counseling: Career programming through our school counselors/guidance offices begins in kindergarten and continues throughout each student's schooling. At the Southmoreland Primary Center, the spring Career Fair was re-instituted following the COVID pandemic years at which parents and members of the community housed in classrooms throughout the school spoke to classrooms of students as they cycled through the classrooms of the Primary Center building to learn of various careers such as a fireman, a police officer, an attorney, a SCUBA diver, an archaeologist, a librarian, a bakery chain manager, an assembly line supervisor, etc. Individual counseling begins at the secondary level. Career/ Transition Services: - Transition coordinator 7-12 grade - Transition Survey Parents/ Students - Use of LiveBinder Resources for assessments, parent and student information through the WIU - Collaboration with OVR and OVR Early Reach Initiative - High School Coffee Shop - Middle School Coffee Shop - Work Discovery Program for secondary students - Collaboration with Central Westmoreland Career and Technical Center (CWCTC) and a new Service Occupations program as well as all other existing offerings at CWCTC Collaboration-Supplementary Aids and Services: - Enhance Core Reading Instruction (ECRI- foundational skills; vocabulary; & comprehension routines) - W.I.N. (What I Need) fluid flexible group intervention - Intervention time with ESSER's funded interventionists for both reading and math separate from and in addition to daily scheduled WIN time - Paraprofessional Support - PCAs for

individuals with significant needs - Outside Training and Consultation (TaC) services through WIU 7 and PaTTAN - Professional Development - Common Planning time for grade level teaming - Training for staff on use of interventions and assistive technology - Special Education Department meetings - PaTTAN Conferences and workshops - Webinars

Continuum of Services: Comprehensive continuum of services available and designed to meet the needs of all students. Instructional- Supplementary Aids and Services: - Modifying Tests - Differentiated Instruction - Modification of learning environment - Providing outlines and cloze outlines - Books on tape/Bookshare - Use of technology (Chromebooks, laptops, iPads) - FM Systems - Speech to Text - Text to Speech - Word Prediction software - Augmentative Communication Devices - Word Banks - Hands on Activities - Small group Instruction - Paired Instruction - One to one support - Paraprofessional support - Specialized Curriculum - Use of manipulatives - Use of calculators - Modifications of time - Alternate forms of assessments - Modification of homework/projects - Printed/ verbal directions - Visual Schedules - Social Stories - Special seating arrangements - Resource support - Highlighted materials - Interpreter Services

Physical-Supplementary Aids and Services: - Preferential seating - Fluorescent light covers - Flexible room arrangement - Cushion seats - Ball chairs - Rocking chairs - Seat discs - Adaptive equipment - Swings - Sensory objects - Wheelchair accessibility - Sensory wall at SPC

Social-Behavioral Supplementary Aids and Services: - SAP/ESAP - Mental Health Liaison - School Based Mental Health - School Counselor/Guidance support - Lunch Buddies - Positive Reinforcement systems - Modifications to changing classes - Notifying students in advance of schedule changes - Behavior Contracts - Setting school and classroom expectations - Functional Behavioral Assessments - Positive Behavior Support Plans - Crisis Prevention Intervention training (CPI)

Student Assistance Program: -Building-level teams designed to support the social-emotional needs of students

Grade Level Support Teams: - Grade-level teams at each building designed to support students who are struggling academically and/or behaviorally

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

The Southmoreland School District provides students with disabilities any and all needed support for participation in extracurricular activities. In the majority of these cases, the nature of that support is human capital in the form of special education teacher and/or paraprofessional support for the student during participation in activities such as school dances. Most recently, through a notably collaborative effort of our high school life skills support teacher, a paraprofessional assigned to that program, the school district athletic director, and the Southmoreland High School administration, the necessary approvals through the WPIAL were obtained to allow one of our student with visual impairment/blindness to participate in four WPIAL high school track sports events. Our student will be accompanied by and supported by our paraprofessional during SHS track practices and at four separate track events, three (3) home events, and one (1) away event. Special approval through the WPIAL was obtained to allow our visually impaired/blind student to participate with the guidance of a tethered runner during competitive heats at each track competition event.

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?

Any student who is a Southmoreland School District student, or who is a student in a 1306 facility located within the geographical boundaries of the Southmoreland School District, is eligible to participate in any and all SSD sponsored extracurricular sporting activities and all other extracurricular school activities such as school dances, musicals, chorus, marching band, etc. Options for participation in district lead extracurricular activities are discussed annually at students' IEP meetings.

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 Southmoreland School District currently provides a continuum of services K-12 in all district neighborhood schools for speech and language support; learning support; autistic support; and life skills support. At this time, the administrative team of the Southmoreland School District is considering the need to build capacity through a partnership with the Westmoreland Intermediate Unit to expand our continuum of services to include emotional support programming, with an initial first site of programming at the Southmoreland Elementary School.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Clairview School	Other		Westmoreland Intermediate Unit #7	Emotional Support	1
Clairview School	Other		Westmoreland Intermediate Unit #7	Multiple Disabilities Support	1
Clelian Heights School	Other		Clelian Heights School	Life Skills Support	3
Clairview School	Other		Westmoreland Intermediate UNit	Autistic Support	1
Merakey Education Center- Autism	Other		Merakey	Autistic Support	3
New Directions	Other		Chestnut Ridge Counseling	Emotional Support	1
Highlands Hospital Regional Center for Autism	Other		Cleveland Clinic	Autistic Support	1
Dr. Robert Ketterer Charter School	Other		Adelphoi	Learning Support	3
Dr. Robert Ketterer Charter School	Other		Adelphoi	Emotional Support	1
Adelphoi Education at Latrobe	Other		Adelphoi	Emotional Support	1
Adelphoi Education at Hartford Heights	Other		Adelphoi	Learning Support	1
Bearcat BEST transition program	Other		St. Vincent College	Autistic Support	1



## Positive Behavior Support

Date of Approval  
2022-01-20

### Uploaded Files

Board Policy 113.2, Behavior Support.pdf

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

The Southmoreland School District supports the emotional and social needs of students with disabilities through specific IEP goal development to address the specific area(s) of emotional and/or social need. If the IEP team determines that the student's behavior interferes with the student's learning or the learning of others, than a Functional Behavioral Assessment (FBA) is completed and a Positive Behavior Supports Plan (PBSP) is also developed. In all instances, all IEP team members are enlisted, including regular education teachers, special education teacher(s), the school counselor, the building principal, the school nurse (as deemed appropriate) and any related services providers such as the speech and language pathologist or occupational therapist. With the resources and the respective areas of expertise of the various IEP team members specific ideas for IEP goals, specially designed instruction (SDI), modifications and accommodations, and supplementary aids are discussed and decided upon. For example, a student with autism spectrum disorder may present with behavioral manifestations that are the result of sensory input or sensory diet need, about which the occupational therapist becomes a valuable contributor to the development of strategies and approaches. Specific strategies are trialed and data is collected on the student's response to strategies implemented. Strategies that are deemed to be effective are incorporated into either IEP goals, SDI, or component of the PBSP. If the district's IEP team members require additional support and/or training, The Westmoreland Intermediate Unit (WIU) Training and Consultation (TaC) team is enlisted. As is the case with all students of the Southmoreland School District, those with IEP's and those without IEP's, students have access to services and supports through the Student Assistance Program as well as mental health services in the school provided by the district's partnership with Excela Health.

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 Southmoreland School District utilizes available Training and Consultation (TaC) services through it's partnership with the Westmoreland Intermediate Unit #7 to address and serve all training needs in the areas of behavior support, de-escalation training, and the Crisis Prevention Institute's Non-violent Crisis Intervention for behavior that may require immediate intervention. The following is a listing of courses/trainings that SSD has provided or may be providing for staff, regular education and special education, within our neighborhood schools through our partnerships with the Westmoreland Intermediate Unit's Training and Consultation (TaC) Team: School-wide Positive Behavior and Intervention Supports: SWPBIS is a framework for improving student academic and behavior outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBIS is NOT a curriculum, intervention, or practice...but IS a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral outcomes for all students. Training series: 18

hours/3 days over a period of 3-6 months (nonconsecutive) Cultivating Positive School Climate: Planning for the First 100 Days of School: Classroom climate encompasses all aspects of the classroom environment. Classroom or learning climate refers to the "intellectual, social, emotional, and physical environments in which our students learn" (Ambrose, S. A., Bridges, M. W., DiPietro, M., & Lovett, M. C., 2010, p. 170). Teachers use a variety of techniques to create an academically productive classroom. The purpose of implementing a broader scope of classroom strategies, focusing on other physical and emotional needs of students, is to set the tone of the classroom. Teachers utilizing a variety of evidence-based strategies not only enhance the instructional learning environment, but also the students' social and emotional well-being. When students view the classroom as a positive environment, their prosocial behavior and academic engagement increases, as well as the educator's enjoyment in teaching. Creating a safe and caring environment starts from the first day of class and carries throughout the year. Teachers need to have a plan that communicates these intentions to students, as well as craft ways to include students in the process. This course will explore key evidence-based strategies to support teachers through preparing classroom expectations and routines, identifying methods to initiate and sustain student participation, and explore how teachers can cultivate positive relationships with students. Online course: 5 hours Youth Mental Health First Aid: Youth Mental Health First Aid (YMHFA) is an international training designed to teach adults who regularly interact with young people how to help when the youth is experiencing a mental health challenge. Youth Mental Health First Aid introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Participants should plan to attend the full 8-hour training to become certified. In person 8 hours Supporting Students with Disabilities in Inclusive Setting: The participants will be provided with an overview of components of the MTSS framework for providing multi-tiered supports for students who have learning and behavior disabilities. Participants will understand the implementation of instructional and behavioral strategies that will help them effectively support the inclusion of their student with disabilities with their non-disabled peers. 2 hours "What is This Thing Called SEL?" This course provides an introduction to Social and Emotional Learning, which will include the CASEL's five core social and emotional competencies; the research underpinning SEL; and comprehensive benefits and positive outcomes of SEL for staff, students, families, and other adults working with students. SEL is a movement that has a long history rooted in multiple disciplines and is now being recognized as a critical ingredient for student success in school, work, and life. Online course: 5 hours Strategies for De-escalating Student Behavior in the Classroom: Participants will learn how to create a calmer, more positive classroom environment by reducing reactive responses to challenging student behavior. Practical, research-based de-escalation strategies will be shared to promote safer, more instructive, and inclusive approaches. 2 hours Trauma and Learning: Universal Strategies to Support Resilience in Trauma Impacted Students: Many students have had traumatic experiences that impact their learning, behavior, and relationships. Schools can support students through a trauma-sensitive lens by adopting practices to help them feel safe in learning environments. This training will assist you in identifying how trauma impacts learning and teaching students using a trauma-sensitive approach. Online course: 5 hours Strategies to Support Students' Behavioral/Emotional Need: To aid paraprofessionals working with students in a school setting to understand their role in managing and supporting students with behavioral and/or emotional concerns and offer evidence-based strategies that promote positive behavior. 2 hours Functional Behavioral Assessment training: This training will provide participants with the process and resources to conduct a Functional Behavioral Assessment, which is an assessment to identify the variables that are contributing to a student's maladaptive behavior and identifying the responses which occur after the behavior. Participants will have opportunities to practice data collection. Information gathered from FBA will be linked in the development of Positive Behavior Support Plans. A review assessing the adequacy of behavioral assessments and plans will also be covered. Customized for time: 2-6 hours Nonviolent Crisis Intervention training:

The NCI course will certify individuals through Crisis Prevention Institute. NCI is a comprehensive training that provides participants with a practical approach for identifying behaviors that can escalate into an intense crisis. The training focuses on prevention, guiding participants through a variety of verbal and nonverbal techniques to effectively defuse an individual before it turns into physical aggression. If escalation occurs to the presentation of physical aggression, the program teaches participants how to respond using a safe and organized approach through safety intervention. These interventions were created to maximize safety for all. Participants will also explore communication techniques to engage the individual after a crisis and learn how to structure crisis teams within their locations. Refresher training: 3 hours  
Initial training: 6-10 hours

3. Describe the district positive school wide support programs.

The Southmoreland School District's positive support programs begins with our approach to student instruction which follows the three principles of Universal Design for Learning for all students: multiple means of engagement; multiple means of representation; multiple means of action/expression. Student engagement is recruited by teachers by explaining the relevance of learning objectives and making meaningful connections for students that foster and promote our students' understanding and appreciation of the benefit to them for actively engaging in learning skills and content associated with learning objectives. Our teachers provide students with firm learning goals through flexible means. Students are provided with multiple means of representation, or modes/methodologies of instruction (how we are teaching the content), to again, increase student engagement and promote and enhance student learning experiences. Additionally, students are afforded choice in instructional activities or assignments through which they master learning objectives. Similarly, students are afforded choice in how they demonstrate or express (multiple means of action/expression) their degree of mastery of content. By following these principles of Universal Design for Learning, the Southmoreland School District provides a supportive environment for both student engagement and ultimately student learning and growth. Independent of instructional practices that promote the social, emotional, and behavioral wellness of our students, the Southmoreland School District supports the wellness of our students district wide through an array of activities, events, resources and offerings. Prior to entering Southmoreland school district as an incoming kindergarten student, students who receive early intervention special education instruction and/or related services along with their families are invited in to meet with Southmoreland Primary Center staff and the Director of Special Education/SPC Principal as part of a "Transition to School-Age Programming" introductory welcome. At this initial meeting in the winter of the school year preceding their student's enrollment for kindergarten, families have the opportunity to introduce their child to special education teachers and related service providers and speak specifically to their child's strengths and weaknesses and disability related needs so that appropriate educational planning can commence prior to their student's arrival. At this meeting, the WIU Early Intervention Coordinator is also present to participate in this transition to school-age programming conversation. District level administration discuss the upcoming transition to school-age reevaluation processes that will occur for the determination of eligibility for school-age special education services. The purpose of the transition to school-age programming meeting is not only to educate families of students as to what to expect as it relates to continuing eligibility for special education reevaluation and determination, but also to ease parent apprehensions related to having their children begin kindergarten in a public elementary school and help them and their children feel comfortable with and excited about coming to school. In addition to and separate from the transition to school-age programming meetings for incoming kindergarten students who received early intervention services, the Southmoreland Primary Center holds numerous separate events and activities for all incoming kindergarten students. These events include: "Read with Me at SPC:" An evening event (6:00-8:00) at the conclusion of Read Across America Week, at which current SPC students, high students, and SPC kindergarten teachers host the families of incoming kindergarten

students to rotate through a series of stations during which current SSD students, community pre-school providers (familiar faces), Career & Technology Center representatives, and representatives from local volunteer fire departments read with incoming kindergarten students. During this event incoming kindergarten students and their families also have the opportunity to tour/see the school, meet with SPC teachers and staff, meet with representatives of our local Career & Technology Center as a means of getting information early about careers paths, and experience Parent Teacher Association introductions. Kindergarten registration (March): Again, an after school hours event at which parents/families are able to come on site at our SPC school to complete registration requirements and bring their incoming kindergarten student. For families who choose to bring their incoming kindergartener, the child is able to go to a kindergarten classroom with a kindergarten teacher for exposure to and familiarity with our school, classrooms, and teachers. Kindergarten screening (May): An after school hours event at which parents/families are able to come on site at our SPC school and bring their incoming kindergarten student to complete kindergarten screening/school readiness assessments. Besides serving the purpose of gaining insight on students' entering readiness levels, this event is yet another opportunity for children to be able to go to a kindergarten classroom with a kindergarten teacher for exposure to and familiarity with our school, classrooms, and teachers. At this event, our special education teachers and related service providers are also present for opportunities to work with, screen, and become familiar with our incoming students with special needs. Simultaneously, this event provides an opportunity for our students with special needs to begin to meet with and become familiar with our special education service providing team as well as our regular education kindergarten teachers and interventionists. Kindergarten Orientation (August): Three day event (Wednesday through Friday) at which incoming students come on site at SPC for all three days to spend time in classrooms with kindergarten teachers. Students have their first opportunity to ride the bus to school during this kindergarten orientation event. Students parents are invited in on one of the days (50% of the incoming kindergarten students' parents come on Thursday; the remaining 50% of the incoming kindergarten students' parents come on Friday) of kindergarten orientation. Parents may choose to ride the bus with their students on their assigned day to come in to SPC. In the morning, parents are addressed by the SPC principal, the school security supervisor, our school counselor, our school nurse, our food services director, our transportation director, a representative of our PTA, and our building level administrative assistant, so parents have a thorough understanding of what to expect with their child's transition into school-age/kindergarten programming in a public school. Following the orientation address, parents/families are able to join their child in the teacher classroom for the remainder of that day's kindergarten orientation experience. This kindergarten orientation experience is the culminating experience for students and families prior to the opening of the official school year calendar at the end of August. Separate from the array of events and activities leading up to students' transition into public education, all Southmoreland School District students across all school buildings and levels (Primary Center; Elementary School; Middle School; High School) have access to the following positive support programs: - Welcoming school environment with positive, encouraging, inspiring messages displayed in building hallways; - School Counselors- Advise and counsel students regarding academic, educational, and short-term social and emotional concerns. Consults, facilitates and maintains communication with parents, teachers and administrators and outside services specific to students. Handles daily self-harm and suicidal ideation of students - School Nurses- Addresses medical needs that may be in conjunction with social-emotional/ mental health needs of students and provides consultation and referral to school counselors for social-emotional and mental health needs of students - Lunch Bunch Groups - focusing on social skills and friendship (Primary Center and Elementary School) - One-on-One Counseling - Group Counseling - Classroom Guidance Lessons Primary Center and Elementary School) - Building Wide Positive Behavior - Ex: Kindness Week - SPC Annual Career Day - Excela School-Based Counseling (K-12) - SAP / WCSI Liaison Involvement (K-12) - Saint Vincent Prevention Projects - education program implemented via homeroom

classrooms at the elementary grade levels (K-5th grade) - Saint Vincent Prevention Projects- individual or group counseling sessions at the secondary levels (6th -12th grades) - Safe 2 Say Tip Line- Students can access S2S 24 hours/ 7 days a week to anonymously report concerns they may have regarding others -McKinney-Vento Services- When a student is identified or potentially identified as homeless, form completed so family/ student can potentially access services such as shelter, transportation, medical services, etc. - Nutrition (Food Bags)- Nurses oversee procurement and distribution of food bags to identified students/ families in need - Clothing- Nurses oversee procurement and distribution of coats, jackets, clothing to identified students/ families in need - Crisis Intervention - School Counselors and WCSI Liaison- In times of crisis, School Counselors are at the forefront of assisting with student needs. WCSI liaisons are also able to assist in providing crisis support to students and staff as requested - Wellness Classes- Topics include, but are not limited to: Personal Hygiene/Self Care, Bullying, Peer Relations, Social Relationships, Accountability and Personal Responsibility, Respect, Intake and Weight Management, Personal Fitness - St. Vincent College Prevention Programs- In Classroom- Drug and Alcohol Prevention (All students grades 6th - 12th) - Health Classes- Topics include, but are not limited to: PA State Police: cyberbullying, bullying, sexting; Blackburn Center: bullying, self-care, healthy relationships, dating violence; SVCPP: drug & alcohol, self-care, healthy relationships, bullying (All students in grade 9 as well as students new to SHS that did not have Health at previous district) - SHS Counseling Website (<https://sites.google.com/southmoreland.net/shscounselingoffice?pli=1>)- Virtual Calming Room; Mental health resources for both parents and students including hotlines, chatlines, etc.; Stress Management; Time Management; Grief resources; Academic Resources; Career Resources including college, military, workforce (All students: grades 9 - 12) - SMS Counseling Library- Books focusing on: Friendships, Self-Esteem, Feelings, Family, Anxiety, Anger, Grief, Self-Control, Kindness, Life-Skills, Health, Teamwork, Careers and Diversity (All students: grades 6th - 8th) - Clothing, personal hygiene and school supplies- Counselors provide necessary items as identified by conversation with student/ family or via other means (Identified students: grades 6-12 - PACT- The Pregnant Adolescent Childcare Training program serves the academic needs of pregnant and parenting teenagers. PACT offers a comprehensive program specifically designed to meet each student's individual needs (Identified students: grades 6-12 - Student Concerns Meetings/ Consultations- An opportunity for staff, teachers and counselors to express concerns about students academically, socially and emotionally - Truancy Diversion Programs- Students that are identified as exceeding the legal number of absences are addressed via Truancy Elimination Meetings with both parent/ guardian and students. At that point, if warranted, a referral to a Truancy Diversion Program is made (Identified students: grades 6 - 12) - Student Assistance Program (SAP)- Team process used to access school and community resources aimed at removing barriers to learning. SAP is designed to assist in identifying issues including Mental Health and Drug and Alcohol. SAP can also provide support and mentoring. (Referred students in grades 6 - 12 - requires student and parent/ guardian written permission) - SVCPP At-Risk / Groups- The individual sessions will focus on addressing issues impacting students' learning and allow for a more productive school day. The Project Success program provides participants with educational activities that enhance skills in communication, anger management, problem solving, and coping. The sessions can be completed individually or in small groups. (Identified students in grades 6 - 12 - requires student and parent/ guardian written permission) - Westmoreland Casemanagement & Supports, Inc. (WCSI)- Liaison meets with parent/ guardian and student to determine the need for additional school and community services above what is already currently in place for a student. (Identified students in grades 6 - 12 - requires student and parent/ guardian written permission) - SPSHS Drug and Alcohol Assessment and Counseling Services- Identified students are referred to SPSHS for assessment and/ or counseling for drug and alcohol concerns (Identified students in grades 6 - 12 - requires student and parent/ guardian written permission) - School-Based Counseling - Excelsa Health- This service is an outpatient clinical therapy service provided

to families and students by contracting them to use our facilities to ease transportation concerns, reduce missed class time, etc. Students referred who have more intensive mental health needs; costs are covered by family/ student insurance.

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

The district school-based behavior health services begin at Tier 1 level of support in the general education program. Consultation at the building level occurs between the classroom teacher, the building level principal and the school counselor at student support meetings to identify strategies to address and support student behavioral needs in the general education program with the available resources within the neighborhood school. The next progression of behavioral health services is referral to Student Assistance Program as deemed necessary by the building level support team. The Southmoreland School District also partners with Excelsa Health for Mental Health/Behavioral Health services for students. The Excelsa provider is available to each of the Southmoreland School District neighborhood schools every week (SPC; SES; SMS; and SHS) for an entire day to see students for whom services have been arranged.

5. Describe the district restraint procedure.

The Southmoreland School District's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including deescalation techniques, have been carried out. Behavior support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. In those instances when a student's safety or the safety of others demands the execution of physical restraint, the district's restraint procedure requires that anybody involved in physical intervention to keep a student safe have current and valid Crisis Prevention Institute (CPI) training certification. Prior to getting to the point of needing to intervene physically, all preventative measures and de-escalation techniques are to be exhausted. Initial attempts always involve inviting the student to exit the classroom while being accompanied by CPI trained/certified staff members to another area of the school for a calm down opportunity, typically in the office of the school counselor. If the student refuses to exit the classroom voluntarily and continues to present as a threat to himself or herself and/or others, then the students in that classroom are excused and relocated to another area of the school by the classroom teacher; and responding CPI certified staff remain on site with the escalated student in that classroom. So long as the student is not demonstrating potentially harmful behavior to himself or herself or the responding CPI trained staff on site, no physical restraint is exercised. If the student begins to attempt self-injurious behavior or attempts to engage in physically aggressive behavior toward staff members, then and only then, are physical restraint procedures associated with CPI training implemented. After a restraint has been carried out and the student's safety has been maintained and the student has been de-escalated, 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 the Special Education Department's administrative assistant will enter the restraint in the Pennsylvania State RISC restraint reporting system. The Director of Special Education, or designee, 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.



## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Southmoreland School District reviewed the data on the Pennsylvania State Special Education Students (SES) at Home reporting website for students receiving Homebound or Instruction Conducted in the Home. Once a student's IEP team decides on either Homebound Instruction or Instruction Conducted in the Home for the LRE for a student, the LEA understands it's responsibility to enter the student into the PA State Leader Services SES reporting website in a timely manner. At this time, the Southmoreland School District Local Education Agency (LEA) reports no concerns with our one student currently placed on Instruction Conducted in the Home. Instructional services and related services in the form of a Teacher of the Visually Impaired, Speech and Language Pathologist, Occupational Therapist, and Physical therapist have been coordinated and established for our student through Southmoreland School District's partnerships with the Westmoreland Intermediate Unit and CAMCO. Beyond in-home service provision, our Southmoreland Primary Center administration and staff have provided opportunities for our Instruction Conducted in the Home student to visit on site with her mother for experience and interaction with her non-disabled peers in her assigned "homeroom." Our student's parent values the opportunity for her daughter to interact with her non-disabled peers as well as having the opportunity to educate her non-disabled peers on the nature of her daughter's disabilities and related needs. Our Southmoreland Primary Center school community and our Special Education team have developed a wonderful relationship with our student placed on Instruction Conducted in the Home and her mother. Relating to other instances of Intensive Interagency collaboration, and in the instance when the Southmoreland School District is unable to provide Free Appropriate Public Education for a student within any of our district school buildings, the district has, and intends to utilize, partnerships with agencies including but not limited to: Westmoreland Case Management, Westmoreland Intermediate Unit, Clairview School, Pressley Ridge, Robert Ketterer Charter School, Pace School, Chestnut Ridge Mental Health, the ARC of Westmoreland, Westmoreland Human Opportunities, Pathfinder School, Goodwill Industries, Latrobe Mental Health, Southwood Hospital, Clelian Heights School, Student Assistance, St. Vincent College, Adelphoi - Hartford Heights, New Directions School, Allegheny Intermediate Unit, New Story, Northwest Human Services, Highlands Hospital, Merakey and Centerville Clinic. Our school district has been successful in providing FAPE for our students with more specialized needs through our partnerships with the aforementioned resources. The Southmoreland School District collaborates either regularly, or on an as-needed basis, with the agencies listed above. Many of these collaborative situations are formalized through contracts and/or agreements, while others are used on an as-needed basis. The Southmoreland School District maintains rapport with each of the aforementioned agencies. Meetings are scheduled between the District, parents, and the appropriate agency to ensure that each child's needs are met. The District sends representation to hearings and meetings as appropriate. Lines of communication remain open, and the District stands ready and willing to assist any agency that may be working with one of its students. By virtue of its size, the Southmoreland School District cannot provide in-house appropriate educational opportunities for each of its students because some students require specialized placements that cannot be accommodated in the home school. Therefore the district contracts and/or collaborates with numerous agencies. The Southmoreland School District collaborates with health and human service agencies enumerated elsewhere in this document. Such collaboration includes the development of coordinated service plans for those students who are in need of services other than education. Plan development encompasses both types of services to be provided and funding streams. The District only funds those services that are related to the educational component of the plan. The Southmoreland School District has an Autistic Support program at each of it's four schools, servicing grades K-12. This programming provides our students with autism the ability to participate in the regular education curriculum and environment to the greatest extent possible. Research indicates that our

interventions at this stage of the student's academic development is the most impactful and appropriate. Students are supported with their non-disabled peers and participate in the curriculum with support as needed. Both the students with autism and their typical peers benefit from the inclusive interactions. There is also a Life Skills Support programming available from grades K-12. The Southmoreland School District has entered into a contract with WCSI to provide students with access to additional supports related to emotional needs and behavioral concerns. Excelsa Health is currently working in Southmoreland Primary Center, Southmoreland Elementary School, Southmoreland Middle School, and Southmoreland High School.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLP-SMS/SES	Multiple	Full-time (1.0)	03/06/2023 09:34 AM

<b>Building Name</b>		
Southmoreland MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		35
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
		0.54

<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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SLP-SES	Elementary	Full-time (1.0)	03/06/2023 10:51 AM
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<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		65
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Due to this special program, we have a wider range of students that need this level of support. This is documented in the students' IEP.		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SLP-SPC/SHS	Multiple	Full-time (1.0)	03/06/2023 10:52 AM

<b>Building Name</b>		
Southmoreland Primary Center		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		55
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.85

<b>Building Name</b>		
Southmoreland SHS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SHS-LS-SPL	Secondary	Full-time (1.0)	03/06/2023 08:18 AM

<b>Building Name</b>		
Southmoreland SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>

	1
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS-LS-IT2	Secondary	Full-time (1.0)	03/06/2023 08:50 AM

<b>Building Name</b>		
Southmoreland SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		28
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.56

<b>Building Name</b>		
Southmoreland SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SHS-LS-IT1	Secondary	Full-time (1.0)	03/06/2023 08:52 AM

<b>Building Name</b>		
Southmoreland SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		24
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.48

<b>Building Name</b>		
Southmoreland SHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS-LSS	Secondary	Full-time (1.0)	03/06/2023 08:58 AM

<b>Building Name</b>		
Southmoreland SHS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SHS-AS	Secondary	Full-time (1.0)	03/06/2023 08:59 AM

<b>Building Name</b>		
Southmoreland SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19

<b>Age Range Justification</b>	<b>FTE %</b>
	0.62

<b>Building Name</b>		
Southmoreland SHS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SMS-LS-8	Secondary	Full-time (1.0)	03/06/2023 09:01 AM

<b>Building Name</b>		
Southmoreland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		18
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS-LS-7	Secondary	Full-time (1.0)	03/06/2023 09:02 AM

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<b>Building Name</b>		
Southmoreland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		19
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SMS-LS-6	Secondary	Full-time (1.0)	03/06/2023 09:03 AM

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<b>Building Name</b>		
Southmoreland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13

<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Southmoreland MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SMS-LSS	Secondary	Full-time (1.0)	03/06/2023 09:04 AM

<b>Building Name</b>		
Southmoreland MS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15

<b>Age Range Justification</b>	<b>FTE %</b>
	0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SMS-AS	Secondary	Full-time (1.0)	03/06/2023 09:06 AM

<b>Building Name</b>		
Southmoreland MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.33

<b>Building Name</b>		
Southmoreland MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Southmoreland MS		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	11 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SES-LS-4/5	Elementary	Full-time (1.0)	03/06/2023 09:36 AM

<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.08

<b>Building Name</b>
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Southmoreland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES-LS-3/4	Elementary	Full-time (1.0)	03/06/2023 09:37 AM

<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.14

<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES-LS-2/3	Elementary	Full-time (1.0)	03/06/2023 09:38 AM

<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.26

<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES-LSS	Elementary	Full-time (1.0)	03/06/2023 09:41 AM

<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Due to this special program, we have a wider range of students that need this level of support. This is documented in the students' IEP.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SES-AS	Elementary	Full-time (1.0)	03/06/2023 09:41 AM

<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Due to this special program, we have a wider range of students that need this level of support. This is documented in the students' IEP.		0.5

<b>Building Name</b>		
Southmoreland El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Due to this special program, we have a wider range of students that need this level of support. This is documented in the students' IEP.		0.17

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SPC-LS-K1	Elementary	Full-time (1.0)	03/06/2023 09:18 AM

<b>Building Name</b>		
Southmoreland Primary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.24

<b>Building Name</b>		
Southmoreland Primary Center		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.05

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
SPC-AS/LSS	Elementary	Full-time (1.0)	03/06/2023 09:17 AM

<b>Building Name</b>		
Southmoreland Primary Center		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.17

<b>Building Name</b>		
Southmoreland Primary Center		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>Building Name</b>		
Southmoreland Primary Center		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>

Full-Time (80% or More)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.12	

<b>Building Name</b>		
Southmoreland Primary Center		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>	<b>Case Load</b>	
Supplemental (Less Than 80% but More Than 20%)	3	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.15	

<b>Building Name</b>		
Southmoreland Primary Center		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>	<b>Case Load</b>	
Itinerant (20% or Less)	1	
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 7
<b>Age Range Justification</b>	<b>FTE %</b>	
	0.05	



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Southmoreland Primary Center		007
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 38 feet, 0 inches	1216sqft	43
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

### 1Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southmoreland Primary Center		015
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Southmoreland Primary Center		005
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 36 feet, 0 inches	792sqft	28
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

3 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southmoreland El Sch		404
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 38 feet, 0 inches	836sqft	29
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southmoreland El Sch		409
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

5 Assurance Check

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

Building Name		Room #
Southmoreland El Sch		208
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 37 feet, 0 inches	814sqft	29
Implementation Date		
2023-03-05		
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 #
Southmoreland El Sch	126

<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 30 feet, 0 inches	660sqft	23
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southmoreland El Sch		118
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 0 inches x 36 feet, 0 inches	792sqft	28
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

8Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Southmoreland El Sch		313
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
13 feet, 0 inches x 24 feet, 0 inches	312sqft	11
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

9Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southmoreland MS		012
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

10 Assurance Check

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

<b>Building Name</b>	<b>Room #</b>
Southmoreland MS	013
<b>School Building</b>	<b>Building Description</b>
Middle	A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>
36 feet, 0 inches x 42 feet, 0 inches	1512sqft
<b>Max # of students in classroom</b>	54
<b>Implementation Date</b>	
2023-03-05	
<b>Uploaded Files</b>	

11 Assurance Check

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

<b>Building Name</b>		<b>Room #</b>
Southmoreland MS		010
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

12Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southmoreland MS		111
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 0 inches x 32 feet, 0 inches	736sqft	26

<b>Implementation Date</b>
2023-03-05
<b>Uploaded Files</b>

13 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southmoreland MS		212
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

14 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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<b>Building Name</b>		<b>Room #</b>
Southmoreland MS		112
<b>School Building</b>		<b>Building Description</b>
Middle		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Southmoreland SHS		225
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
<b>Implementation Date</b>		
2023-03-05		

<b>Uploaded Files</b>

16 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Southmoreland SHS		230
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
30 feet, 0 inches x 30 feet, 0 inches	900sqft	32
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Southmoreland SHS		269
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 37 feet, 0 inches	1036sqft	37
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Southmoreland SHS		241
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 27 feet, 0 inches	675sqft	24
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

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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 #
Southmoreland SHS		241
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
25 feet, 0 inches x 27 feet, 0 inches	675sqft	24
Implementation Date		
2023-03-05		
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	

<b>Building Name</b>		<b>Room #</b>
Southmoreland SHS		241
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
25 feet, 0 inches x 27 feet, 0 inches	675sqft	24
<b>Implementation Date</b>		
2023-03-05		
<b>Uploaded Files</b>		

[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	

## Special Education Support Services

### 22Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
Transition Coordinator	0.25	Secondary	District
School Psychologist	1.0	District Wide	Contractor
Other	1.0	District Wide	District
Occupational Therapist	0.4	District Wide	Contractor
Physical Therapist	0.3	District Wide	Contractor
Paraprofessionals	18	District Wide	District
Guidance Counselor	2	Elementary	District
Guidance Counselor	3	Secondary	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Autistic Support short term and long term training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mr. Ron Heitchue/Principal & Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2-3 hours	unlimited; minimum of four (4) sessions	Intermediate Unit PaTTAN	Parents Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
School-Wide Positive Behavior and Intervention Supports: SWPBIS is a framework for improving student academic and behavior outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBIS is NOT a curriculum, intervention, or practice...but IS a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral outcomes for all students.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mr. Ron Heitchue/Principal & Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	3	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers Other

## Paraprofessional

<b>Description of Training</b>			
Supporting Students with Disabilities in Inclusive Settings: The participants will be provided with an overview of components of the MTSS framework for providing multi-tiered supports for students who have learning and behavior disabilities. Participants will understand the implementation of instructional and behavioral strategies that will help them effectively support the inclusion of their student with disabilities with their non-disabled peers.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mr. Ron Heitchue/Principal & Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Paraprofessionals

## Transition

<b>Description of Training</b>			
Effective practices in secondary transition			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Mr. Ron Heitchue/Principal & Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	2	District Intermediate Unit PaTTAN	Building Administrators Parents Paraprofessionals Special Education Teachers

## Science of Literacy

<b>Description of Training</b>	
Enhanced Core Reading Instruction- Tier 3 training	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Mr. Ron Heitchue/Principal & Director of Special Education	

Hours Per Training	Number of Sessions	Provider	Audience
6 hours	1	Intermediate Unit	Special Education Teachers Other

### Parent Training

Description of Training			
OVR and Parent Rights			
Lead Person/Position			Year of Training
Mr. Ron Heitchue/Principal & Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Building Administrators General Education Teachers Parents Special Education Teachers

### IEP Development

Description of Training			
Timeline and Compliance Overview			
Lead Person/Position			Year of Training
Mr. Ron Heitchue/Principal & Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District Intermediate Unit PaTTAN	Building Administrators Special Education Teachers



## Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

