

Profile and Plan Essentials

LEA Name		AUN
Northern Tioga SD		117596003
Address 1		
110 Ellison Road		
Address 2		
City	State	Zip
Elkland	PA	16920
Director of Special Education Name		
Daniel Fie		
Director of Special Education Email		
fied@ntiogasd.org		
Director of Special Education Phone Number		Director of Special Education Ext
814-258-5649		1025
Chief Administrator Name		
Dr Diana L Barnes		
Chief Administrator Email		
diana.barnes@ntiogasd.org		

Special Education Students

Total Number of Students Receiving Special Education 382

School District Total Student Enrollment 2005

Percent of Students Receiving Special Education 19.1

Steering Committee

Name	Position/Role	Building	Email
Daniel Fie	Director of Special Education	Northern Tioga SD	fied@ntiogasd.org
Dr. Diana L. Barnes	Superintendent	Northern Tioga SD	barnesd@ntiogasd.org
Kristopher Kaufman	Director of Curriculum	Northern Tioga SD	kaufmank@ntiogasd.org
Jess Millard	Building Principal	Clark Wood El Sch	millardj@ntiogasd.org
Cheryl Sottolano	Building Principal	Westfield Area El Sch	cheryl.sottolano@ntiogasd.org
Rebecca Warner	Other	Northern Tioga SD	meyerwarnerr@upmc.edu
Tammy Owlett	General Education Teacher	Westfield Area El Sch	tammy.owlett@ntiogasd.org
Amy Plunkert	General Education Teacher	Russell B Walter El Sch	amy.plunkert2ntiogasd.org
Kierstan Le	Other	Northern Tioga SD	kierstan.le@ntiogasd.org
Susan VanPelt	Other	Clark Wood El Sch	susan.vanpelt@ntiogasd.org
Elizabeth Johnson	Special Education Teacher	Clark Wood El Sch	elizabeth.johnson@ntiogasd.org
Amanda Robbins	Special Education Teacher	Williamson SHS	amanda.robbins@ntiogasd.org
Charrisse Wilson	Other	Westfield Area El Sch	charrisse.wilson@ntiogasd.org
Kevin Wilson	Other	Northern Tioga SD	kevin.wilson@ntiogasd.org
JamieJo Sickler	General Education Teacher	Cowanesque Valley JSHS	sicklerj@ntiogsd.org
Janine Young	Parent	Northern Tioga SD	youngj@ntiogasd.org
Riana Jones	Special Education Teacher	Cowanesque Valley JSHS	riana.jones@ntiogasd.org

School District Areas of Improvement and Planning- Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
Participation rate for all students with IEPs is notably higher than the state average but did not quite meet the SPP/APR Target of 95% participation at each grade level. District personnel will analyze data trends and explore options to increase participation rates.
Proficiency Rates for children with IEPs against grade level academic achievement standards fell short of the SPP/APR Target at 3 of 6 grade levels. District personnel will analyze data trends and explore options to increase proficiency rates.
The gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards fell short of the SPP/APR Target at most grade levels. District personnel will analyze data trends and explore options to address the gap in proficiency rates.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning- Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

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

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
NTSD is not flagged - risk ratio did not exceed threshold for three consecutive years.	Continue to review data

Significant Disproportionality- Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
NTSD is not flagged - risk ratio did not exceed threshold for three consecutive years.	Continue to monitor data.

Significant Disproportionality- Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
NTSD is not flagged for any identification category - risk ratio did not exceed threshold for three consecutive years.	Continue to monitor data.

Non-Resident Students Oversight

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

No

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

The Northern Tioga School District does not have a section 1306 facility within our boundaries. However, if the District were a host for a 1306 facility, the District would follow all appropriate regulations of PA code applicable to the education of the students placed or residing in non-educational facilities, such as residential treatment facilities, other residential facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. For a child with a disability or an IEP, the District would evaluate all educational options to determine an appropriate educational program adhering to FAPE and LRE. Northern Tioga would ensure active participation from the student's parents/guardians and home LEA. Having a team of members both familiar and new will allow for a unique perspective ensuring the most appropriate placement for the student. In the event that Northern Tioga was a host district, we would continue to ensure that our policies and procedures were followed for all students both in the district and within a 1306 facility. Northern Tioga would ensure that all students with disabilities or suspected of a disability residing within our boundaries who need special education and related services are identified, located, and evaluated per Child Find requirements. Northern Tioga will abide by all child find obligations and attend all IEP meetings to guarantee each student has an appropriate education in the Least Restrictive Environment provided by Certified Special Education Teachers and certified related service providers as determined necessary by the IEP team.

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

The Northern Tioga School District would work to coordinate any needed services and supports with outside agencies to provide the needed educational services for students transitioning from a 1306 facility back to school. The Coordinator of Student Services or other appropriate designated school personnel would also be responsible for communicating with the 1306 facilities regarding each individual student's needs. The student's IEP team would meet to discuss the student's needs, programming, and goals while transitioning. The 1306 facilities would be encouraged to participate in IEP team meetings and provide input for the student's IEP. Any training that may be needed would be provided through partnerships with the educating agency, BLAST IU #17, PaTTAN, and/or other agencies available to meet the identified training needs of the personnel involved.

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.**

The Northern Tioga School District is consistently well above the state average in regards to the percentage of students with an IEP who are educated inside the regular education classroom 80% or more of the day (NTSD 82.5%; State 61.5%). The district is committed to providing high quality and meaningful education to all students within the least restrictive environment. The district ensures, that to the maximum extent appropriate, children with disabilities are educated with their nondisabled peers and that removal from the regular education environment occurs only when education in that setting with supplementary aides and services cannot be achieved in a satisfactory manner. The district had also been showing significant progress towards improving the percentage of students educated in the regular education class less than 40% of the time from 17.8% in 2006-2007 to 8.5% in 2017-2018. A slight increase in the last year will be closely monitored and analyzed should increases continue.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The Northern Tioga School District is committed to ensuring that all students with an Individualized Education Program are provided with the needed supports and accommodations to address their academic and social/emotional needs within the the least restrictive environment. IEP teams first consider the general education setting with the use of supplementary aids and services before considering more restrictive environments. Collaborative team discussions are utilized by each student's IEP team, including the general education teacher(s), special education teacher, related service provider(s), and parents to ensure that all possible supports are considered, and if appropriate, are implemented to support the student within the general education setting. The IEP format (Section VII. A) provides prompts and guidance to the IEP team to consider and discuss through the documentation and justification of the extent to which the student will not participate in the regular class or general education curriculum. The district considers and implements a variety of supplementary aides and services in the regular education setting to provide scaffolded learning experiences for all students. Some examples of the supplementary aides and services include the use of assistive technology, adaptations to the learning materials, the use of classroom or individual aides, making physical, environmental, and/or sensory modifications to the learning environment, adjusting the method of presentation of information or materials, and utilizing specific classroom management techniques and/or positive behavior support plans.

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

All administrators and staff members have received professional development regarding Supplementary Aides and Services. In addition, there is a review of supplementary aides and services provided to all staff yearly during District In-Service/Professional Development Days. The vast majority of eligible students in the Northern Tioga School District receive supports and accommodations within the regular class and curriculum, provided through frequent collaboration between general education teachers and special education teachers and/or related service providers. This is further supported through "push in" instructional support approaches. District personnel have also participated in a number of training and conference opportunities including The Annual PDE Conference, The National Autism Conference, PBIS Advanced Tiers Training, SAP Coordination Training, Quality Behavioral Solutions (QBS Safety Care Management), and various book studies. The district also contracts with BLAST IU #17 for consultative services regarding specific student needs and for other relevant training needs.

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

The purpose of providing supplementary aides and services is to support students with disabilities as active participants with nondisabled peers and enable

their access to the general education class, curriculum, and activities. All supplementary aides and services are considered and provided to students to ensure their opportunity to participate in all extracurricular activities.

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

The need for more intensive and comprehensive supports, most typically due significant social/emotional and behavioral needs, may result in a child's placement in a private institution. District personnel, such as the Coordinator of Student Services, the School Psychologist, and/or other relevant district personnel (building principal, counselor, social worker, special and/or general education teachers) participate in team meetings with the private institution to ensure that student's needs are being met and all possibilities for participation in district lead extracurricular activities are being made available to the student with whatever supports may be needed.

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)**

At this time Northern Tioga provides a full range of services, programs, and placement options for identified students with special needs. The current continuum of services meets the needs of the population. Should additional needs develop, the Administration Team would develop a proposal to expand services or program options within the district or, would seek to contract with BLaST IU#17 to assist with the identification of service/placement options within the IU or to develop a program.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Tioga County Adolescent Partial Hospitalization Program	Other	IU operated program	BLaST IU #17	Emotional Support	1
Southwood Psychiatric Hospital Choices Program	Other	Private Facility Residential	Chartiers Valley School District	Emotional Support	1
Troy Area School District	Other	IU operated program in public school	BLaST IU #17	Autistic Support	1

Positive Behavior Support

Date of Approval

2021-02-08

Uploaded Files

113.2 Behavior Support.pdf

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

The Northern Tioga School District continues to be committed to supporting emotional and social needs of the students within the least restrictive environment. Policy 113.2 on Behavior Support clearly states that the district believes in the use of positive behavior support techniques and is designed to enable students with Individualized Education Programs who need a Behavior Support Plan to obtain a Free Appropriate Public Education within the Least Restrictive Environment. The policy clearly defines the terms: aversive techniques, behavior support, positive techniques, and restraints. It states that positive rather than negative measures shall form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment and the unreasonable use of restraints or other aversive techniques. The policy outlines models and techniques that focus on prevention, correction, and control of misbehavior, and treatment. The policy clearly states that restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. Furthermore, the policy prohibits the use of prone restraints and seclusion.

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 Northern Tioga School District provides a variety of trainings and supports for school personnel to assist with behavior management and behavior support, including APL Training to all professional staff and Quality Behavior Solutions (QBS): Safety Care Management Training (certification and re-certification) to select staff. The district employs two (2) Quality Behavior Solution certified trainers to provide QBS training to select district personnel in each building. In addition to the certified trainers, 48 staff members are currently certified in Safety Care Management including administrators, teachers, counselors, social workers, and paraprofessionals. Each school building has an identified process to notify the QBS "safety care team" members to respond to incidents that may require immediate attention and intervention. Other training and workshop opportunities are also made available to staff throughout the year, as offered by BLaST IU #17, PaTTAN, and other agencies. Select related service personnel, including the school psychologists and the elementary and secondary social workers have received training regarding Functional Behavioral Assessments and Developing Positive Behavior Support Plans. The district draws upon the expertise of the Behavior Consultants through BLaST IU #17, and consults with outside behavioral health agencies on a regular basis regarding specific students when appropriate. Four of the district's five school buildings have received training on School-Wide Positive Behavior Support and with on-going building level trainings and technical support provided primarily through BLaST IU #17, SWPBS programs are being implemented in each building. In addition to the district-provided supports and services, the district has coordinated supports and services with Concern Treatment and with Laurel Health/UPMC to provide School-Based Outpatient Counseling to eligible students.

3. Describe the district positive school wide support programs.

The Northern Tioga School District utilizes School Wide Positive Behavior Interventions and Supports in all 3 elementary schools and in one of the two secondary schools. Each school's program is a proactive, multi-tiered approach to discipline that promotes positive student behavior and improved learning. Each school's positive behavior support approach is evidenced-based and is designed to establish a positive social culture which contributes to effective learning environments and ensures that all students have the social and emotional skills needed to succeed. Positive Behavior Supports and Interventions help by explicitly teaching students expected behaviors and social skills and reinforcing positive behaviors. Positive Behavior Interventions and Supports uses a three-tiered approach of universal interventions (all students), secondary interventions (students identified as at-risk), and tertiary interventions (for students needed targeted or specialized assistance). The universal tier emphasizes teaching and reinforcing expected behaviors for all students. Tier 2 provides targeted interventions to support students who are at-risk based on SWIS data. Interventions such as check-in/check-out, counseling, and individual student behavior plans are possible interventions. The most intensive level of intervention, Tier 3, may result in a referral for further evaluation or referral for additional mental health evaluation or services.

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

The Northern Tioga School District employs 3 School Psychologists, 4 Guidance Counselors, and 3 School Social Workers. Individual and group counseling, as well as Crisis Intervention services are provided to students in all buildings. Class lessons on topics such as character, social skills, and social-emotional learning are also provided. Through agreements with Concern Treatment and with Laurel Health/UPMC we are also able to provide School-Based Outpatient Counseling services to eligible students. These providers work closely with students and their families to develop problem-solving skills, resilience, social and emotional skills, self-regulation, and positive connections with the school. We are also currently pursuing Community and School-Based Behavioral Health Services to provide additional resources that may assist our students and their families. The Student Assistance Program (SAP) is a school-based prevention program that also facilitates connecting students to needed services. Students who may be experiencing changing family structures or are exhibiting anxiety, irritability, or depression, or are experiencing sudden drops in school performance or may be involved in substance abuse may be connected to other counseling agencies in the area such as Harbor Counseling or an independent counselor.

5. Describe the district restraint procedure.

The Northern Tioga School District utilizes QBS Safety Care and has 2 certified trainers on staff that provide training to select school employees and provide on-going support. Safety Care is designed to guide safe and therapeutic interactions between students and adults working in the school setting. It is a competency based behavioral safety training program based on principals of applied behavior analysis and focuses on training reinforcement-based strategies while teaching district staff to proactively and positively engage students in behaviors that are incompatible with anger and aggression. Safety Care training teaches procedures and strategies to prevent and safely manage behavioral challenges while maintaining the student's respect and dignity. The 2 district trainers participate in yearly train-the-trainer professional development to maintain their certification. They then provide training (initial and recertification) to select staff in each building including Principals, counselors, social workers, general education teachers, special education teachers, school nurses, paraprofessionals, and the Coordinator of Student Services. A clear emphasis is placed on de-escalation techniques. Therapeutic holds are only to be utilized in instances when a student is in danger of harming him/herself or others. If a student with an IEP needs to be placed in a therapeutic hold, the parent is contacted and an IEP meeting is scheduled. The meeting may be waived if the parent indicates in writing that they would like to waive the meeting. At the IEP meeting, the IEP is reviewed to ensure all supports are being provided, any additional supports are being considered, and that a behavior plan is being developed or revised as needed. If necessary, a Functional Behavior Assessment may be requested.

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.

There are currently no student who are placed on Instruction Conducted in the Home or who are at risk of waiting more than 30 days for an appropriate educational placement. The Northern Tioga School District regularly collaborates with BLaST IU #17 and the Tioga County CASSP Coordinator, and requests CASSP Team Meetings when necessary to assist in finding educational services and placements for hard to place students, including those with disabilities. When the parent(s), the school district, and/or the CASSP Team recognize or anticipate that a child's program or placement is not appropriately meeting his/her individual needs and the child has waited, or is likely to wait 30 days to get the services and/or placement needed, the district will report such information to the Bureau of Special Education by submitting an Intensive Interagency Initial Report. At the time of this report there are no identified gaps in the current programs, services, and educational placements within the district, and there is no plan of expansion of services at this time.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SpL2	Multiple	Full-time (1.0)	03/31/2023 07:19 PM

Building Name		
Russell B Walter El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The Speech/Language Support Teacher provides services to students in grades K-6 at RB Walter Elementary, but at no time does she service students in such a manner that the groups contain students with an age range which exceeds 3 years.		0.71

Building Name		
Williamson SHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 20

Age Range Justification	FTE %
The Speech/Language Support Teacher provides services to students in grades 7-12 at Williamson High School, but at no time does she service students in such a manner that the groups contain students with an age range which exceeds 4 years.	0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SpL1	Multiple	Full-time (1.0)	03/29/2023 09:56 PM

Building Name		
Clark Wood El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		40
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The Speech/Language Support Teacher provides services to students in grades K-6 at Clark Wood Elementary, but at no time does she service students in such a manner that the groups contain students with an age range which exceeds 3 years.		0.62

Building Name		
Westfield Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The Speech/Language Support Teacher provides services to students in grades K-6 at Westfield Area Elementary, but at no time does she service students in such a manner that the groups contain students with an age range which exceeds 3 years.		0.28

Building Name		
Cowanesque Valley JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
The Speech/Language Support Teacher provides services to students in grades 7-12 at Cowanesque Valley High School, but at no time does she service students in such a manner that the groups contain students with an age range which exceeds 4 years.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW8	Elementary	Full-time (1.0)	03/29/2023 07:03 PM

Building Name	
Clark Wood El Sch	
Support Type	
Emotional Support	

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Any age range variance is documented in the IEP; scheduling considerations are made to minimize overlap and ensure that progress towards goals is not impeded.		0.15

Building Name		
Clark Wood El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Any age range variance is documented in the IEP; scheduling considerations are made to minimize overlap and ensure that progress towards goals is not impeded.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW7	Elementary	Full-time (1.0)	03/29/2023 06:54 PM

Building Name
Clark Wood El Sch

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW6	Elementary	Full-time (1.0)	03/29/2023 06:49 PM

Building Name		
Clark Wood El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.17

Building Name		
Clark Wood El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW5	Elementary	Full-time (1.0)	03/29/2023 06:31 PM

Building Name		
Clark Wood El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.17

Building Name		
Clark Wood El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW4	Elementary	Full-time (1.0)	03/29/2023 06:25 PM

Building Name		
Clark Wood El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW3	Elementary	Full-time (1.0)	03/29/2023 06:18 PM

Building Name

Clark Wood El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW2	Elementary	Full-time (1.0)	03/29/2023 06:13 PM

Building Name		
Clark Wood El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CW1	Elementary	Full-time (1.0)	03/29/2023 06:12 PM

Building Name		
Clark Wood El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CV4	Secondary	Full-time (1.0)	03/29/2023 06:01 PM

Building Name		
Cowanesque Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %

	0.46
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CV3	Secondary	Full-time (1.0)	03/29/2023 05:59 PM

Building Name		
Cowanesque Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CV2	Secondary	Full-time (1.0)	03/29/2023 05:58 PM

Building Name		
Cowanesque Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CV1	Secondary	Full-time (1.0)	03/29/2023 05:56 PM

Building Name		
Cowanesque Valley JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAE53	Elementary	Full-time (1.0)	03/29/2023 05:54 PM

Building Name

Westfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAES2	Elementary	Full-time (1.0)	03/29/2023 05:51 PM

Building Name		
Westfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WAES1	Elementary	Full-time (1.0)	03/29/2023 05:49 PM

Building Name		
Westfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS10	Secondary	Full-time (1.0)	03/29/2023 05:46 PM

Building Name		
Williamson SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %

	0.27
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Building Name		
Williamson SHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS9	Secondary	Full-time (1.0)	03/29/2023 05:32 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS8	Secondary	Full-time (1.0)	03/29/2023 05:26 PM

Building Name		
Williamson SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.62

Building Name		
Williamson SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS7	Secondary	Full-time (1.0)	03/29/2023 04:57 PM

Building Name		
Williamson SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS6	Secondary	Full-time (1.0)	03/29/2023 04:52 PM

Building Name	
Williamson SHS	
Support Type	
Multiple Disabilities Support	
Support Sub-Type	
Multiple Disabilities Support	
Level of Support	Case Load
Full-Time (80% or More)	2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
Although currently there is not an age range issue, this is the only Multiple Disabilities Support Program in the district. If programming was needed for a student who fell outside the age range the age variance would be documented in the IEP and scheduling considerations would be made to minimize overlap and ensure that progress towards individual goals was not impeded.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS5	Secondary	Full-time (1.0)	03/29/2023 04:46 PM

Building Name		
Williamson SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS4	Secondary	Full-time (1.0)	03/29/2023 04:44 PM

Building Name		
Williamson SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS3	Secondary	Full-time (1.0)	03/29/2023 04:42 PM

Building Name		
Williamson SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS2	Secondary	Full-time (1.0)	03/29/2023 04:40 PM

Building Name		
Williamson SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WHS1	Secondary	Full-time (1.0)	03/29/2023 04:37 PM

Building Name		
Williamson SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RB3	Elementary	Full-time (1.0)	03/29/2023 04:29 PM

Building Name		
Russell B Walter El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RB2	Elementary	Full-time (1.0)	03/29/2023 04:27 PM

Building Name		
Russell B Walter El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RB1	Elementary	Full-time (1.0)	03/29/2023 04:27 PM

Building Name		
Russell B Walter El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.24

Special Education Facilities

Building Name		Room #
Williamson SHS		J118
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 24 feet, 0 inches	792sqft	28
Implementation Date		
2023-03-30		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Williamson SHS		K103
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 25 feet, 0 inches	800sqft	28
Implementation Date		
2023-03-30		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Williamson SHS		J128
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-03-30		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Williamson SHS		J140
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 16 feet, 0 inches	336sqft	12
Implementation Date		
2023-03-30		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Russell B Walter El Sch		D104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 10 feet, 0 inches	110sqft	3
Implementation Date		
2023-03-30		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Russell B Walter El Sch		C128
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 26 feet, 0 inches	832sqft	29
Implementation Date		
2023-03-30		
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 #
Clark Wood El Sch		G130
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 21 feet, 0 inches	651sqft	23
Implementation Date		
2023-03-30		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Clark Wood El Sch		A139
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2023-03-30		
Uploaded Files		

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8 Assurance Check

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

Building Name		Room #
Clark Wood El Sch		G137
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
45 feet, 0 inches x 25 feet, 0 inches	1125sqft	40
Implementation Date		
2023-03-30		
Uploaded Files		

9 Assurance Check

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

Building Name		Room #
Clark Wood El Sch		G131
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 21 feet, 0 inches	651sqft	23
Implementation Date		
2023-03-30		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Clark Wood El Sch		A133
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 18 feet, 0 inches	432sqft	15
Implementation Date		
2023-03-30		
Uploaded Files		

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11Assurance Check

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

Building Name		Room #
Cowanesque Valley JSHS		116
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
Implementation Date		
2023-03-30		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Cowanesque Valley JSHS		B200
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 14 feet, 0 inches	420sqft	15
Implementation Date		
2023-03-30		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Westfield Area El Sch		B204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-03-30		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Westfield Area El Sch		B212
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2023-03-30		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Williamson SHS		J141
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 21 feet, 0 inches	525sqft	18
Implementation Date		
2023-03-31		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Williamson SHS		G136
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 9 inches x 26 feet, 4 inches	862sqft	30
Implementation Date		
2023-03-31		
Uploaded Files		

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17 Assurance Check

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

Building Name		Room #
Williamson SHS		G133
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 9 inches x 26 feet, 4 inches	862sqft	30
Implementation Date		
2023-03-31		
Uploaded Files		

18 Assurance Check

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

Building Name		Room #
Clark Wood El Sch		G145
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2023-03-31		
Uploaded Files		

19Assurance Check

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

Building Name		Room #
Clark Wood El Sch		A138
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 24 feet, 0 inches	768sqft	27
Implementation Date		
2023-03-31		
Uploaded Files		

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20Assurance Check

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

Building Name		Room #
Clark Wood El Sch		F124
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 27 feet, 0 inches	972sqft	34
Implementation Date		
2023-03-31		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Clark Wood El Sch		G133
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 24 feet, 0 inches	744sqft	26
Implementation Date		
2023-03-31		
Uploaded Files		

22Assurance Check

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

Building Name		Room #
Cowanesque Valley JSHS		A153
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 6 inches x 20 feet, 6 inches	461sqft	16
Implementation Date		
2023-03-31		
Uploaded Files		

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23 Assurance Check

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

Building Name		Room #
Cowanesque Valley JSHS		A112
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 6 inches	705sqft	25
Implementation Date		
2023-03-31		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Williamson SHS		J133
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 24 feet, 0 inches	720sqft	25
Implementation Date		
2023-03-31		
Uploaded Files		

25Assurance Check

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

Building Name		Room #
Williamson SHS		J113
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 23 feet, 0 inches	828sqft	29
Implementation Date		
2023-03-31		
Uploaded Files		

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26 Assurance Check

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

Building Name		Room #
Westfield Area El Sch		A112
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 6 inches	752sqft	26
Implementation Date		
2023-03-31		
Uploaded Files		

27 Assurance Check

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

Building Name		Room #
Russell B Walter El Sch		A116
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 34 feet, 0 inches	833sqft	29
Implementation Date		
2023-03-31		
Uploaded Files		

28Assurance Check

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

Building Name		Room #
Russell B Walter El Sch		A129
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 27 feet, 0 inches	972sqft	34
Implementation Date		
2023-03-31		
Uploaded Files		

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29 Assurance Check

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

Building Name		Room #
Williamson SHS		J132
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 4 inches x 22 feet, 6 inches	682sqft	24
Implementation Date		
2023-04-05		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Westfield Area El Sch		B220
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 17 feet, 0 inches	408sqft	14
Implementation Date		
2023-04-05		
Uploaded Files		

31Assurance 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 #
Cowanesque Valley JSHS		A156
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 11 feet, 0 inches	198sqft	7
Implementation Date		
2023-04-05		
Uploaded Files		

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32Assurance Check

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

Special Education Support Services

33Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1 FTE	District Wide	District
Other	1 FTE	District Wide	District
Guidance Counselor	1 FTE	Elementary	District
School Psychologist	3 FTE	District Wide	District
Social Worker	3 FTE	District Wide	District
Paraprofessionals	39 FTE	District Wide	District
Occupational Therapist	3.5 days/week	District Wide	Contractor
Physical Therapist	1.5 days/week	District Wide	Contractor
Other	90 min/month	Secondary	Contractor
Other	90 min/month	District Wide	Contractor
Other	30 min/month	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Select teaching staff, paraprofessionals, and related service providers along with interested parents will attend the National Autism Conference			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	PaTTAN	Parents Paraprofessionals Special Education Teachers

Description of Training			
Select teaching staff, paraprofessionals, and related service providers along with interested parents will attend the National Autism Conference			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	PaTTAN	Parents Paraprofessionals Special Education Teachers

Description of Training			
Select teaching staff, paraprofessionals, and related service providers along with interested parents will attend the National Autism Conference			
Lead Person/Position		Year of Training	
Dan Fie		2025	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	PaTTAN	Parents Paraprofessionals

			Special Education Teachers
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Description of Training			
Select teaching staff, paraprofessionals, and related service providers along with interested parents will attend the National Autism Conference			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
12	1	PaTTAN	Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Continued staff development regarding School Wide Positive Behavior, de-escalation and behavior management strategies, and trauma-informed practices.			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training
Continued staff development regarding School Wide Positive Behavior, de-escalation and behavior management strategies, and trauma-informed practices.

Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Continued staff development regarding School Wide Positive Behavior, de-escalation and behavior management strategies, and trauma-informed practices.			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
All district paraprofessionals will maintain highly qualified status and meet the requirement for 20 hours of annual training.	
Lead Person/Position	Year of Training
Dan Fie/Coordinator of Student Services	2023

Hours Per Training	Number of Sessions	Provider	Audience
1 - 6	4 - 10 per year	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
All district paraprofessionals will maintain highly qualified status and meet the requirement for 20 hours of annual training.			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1 - 6	4 - 10 per year	District Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
All district paraprofessionals will maintain highly qualified status and meet the requirement for 20 hours of annual training.			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1 - 6	4 - 10 per year	District Intermediate Unit PaTTAN	Paraprofessionals

Description of Training			
All district paraprofessionals will maintain highly qualified status and meet the requirement for 20 hours of annual training.			
Lead Person/Position		Year of Training	

Dan Fie/Coordinator of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1 - 6	4 - 10 per year	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
Through the ongoing review of eligible students' transition plans, data collected through the Pennsylvania Post-School Outcomes Survey (PaPOS), and participation in the Tioga County Transition Council and Transition Staffing Meetings, district personnel will facilitate improved transition outcomes for eligible students as evidenced by increases in successful transition outcomes.			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Central Office Administrators Parents Special Education Teachers Other

Description of Training			
Through the ongoing review of eligible students' transition plans, data collected through the Pennsylvania Post-School Outcomes Survey (PaPOS), and participation in the Tioga County Transition Council and Transition Staffing Meetings, district personnel will facilitate improved transition outcomes for eligible students as evidenced by increases in successful transition outcomes			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience

3	1	District	Building Administrators Parents Special Education Teachers Other
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Description of Training			
Through the ongoing review of eligible students' transition plans, data collected through the Pennsylvania Post-School Outcomes Survey (PaPOS), and participation in the Tioga County Transition Council and Transition Staffing Meetings, district personnel will facilitate improved transition outcomes for eligible students as evidenced by increases in successful transition outcomes			
Lead Person/Position		Year of Training	
Dan Fie/ Coordinator of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Central Office Administrators Parents Special Education Teachers Other

Description of Training			
Through the ongoing review of eligible students' transition plans, data collected through the Pennsylvania Post-School Outcomes Survey (PaPOS), and participation in the Tioga County Transition Council and Transition Staffing Meetings, district personnel will facilitate improved transition outcomes for eligible students as evidenced by increases in successful transition outcomes			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Central Office Administrators Parents Special Education Teachers Other

Science of Literacy

Description of Training			
22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in structured literacy. Structured literacy supplements core instruction with an increased focus on the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Research on Pennsylvania's Dyslexia Pilot and Expansion project demonstrated significant impact for students and school systems in the use of structured literacy. 2 Chapter 49 requires instruction in structured literacy to be integrated in educator preparation and continuing professional development programs for professional employees who hold instructional certificates in early childhood education, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist. Required staff will receive the required Science of Literacy training.			
Lead Person/Position		Year of Training	
Kristopher Kaufman/Principal of Academic Affairs (Curriculum Coordinator)		2024	
Hours Per Training	Number of Sessions	Provider	Audience
5	4	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in structured literacy. Structured literacy supplements core instruction with an increased focus on the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Research on Pennsylvania's Dyslexia Pilot and Expansion project demonstrated significant impact for students and school systems in the use of structured literacy. 2 Chapter 49 requires instruction in structured literacy to be integrated in educator preparation and continuing professional development programs for professional employees who hold instructional certificates in early childhood education, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist. Required staff will receive the required Science of Literacy training.			
Lead Person/Position		Year of Training	
Kristopher Kaufman/Principal of Academic Affairs (Curriculum Coordinator)		2025	
Hours Per Training	Number of Sessions	Provider	Audience

5	4	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers
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Description of Training			
22 Pa. Code § 49.14(4)(i) requires the Pennsylvania Department of Education (PDE) to identify competencies and develop associated standards for educator training in structured literacy. Structured literacy supplements core instruction with an increased focus on the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Research on Pennsylvania's Dyslexia Pilot and Expansion project demonstrated significant impact for students and school systems in the use of structured literacy. 2 Chapter 49 requires instruction in structured literacy to be integrated in educator preparation and continuing professional development programs for professional employees who hold instructional certificates in early childhood education, elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist. Required staff will receive the required Science of Literacy training.			
Lead Person/Position		Year of Training	
Kristopher Kaufman/Principal of Academic Affairs (Curriculum Coordinator)		2026	
Hours Per Training	Number of Sessions	Provider	Audience
5	4	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Parents will be offered Overview of Special Education Programs and Services trainings			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience

1	4	District Intermediate Unit	Parents Special Education Teachers
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Description of Training			
Parents will be offered Post Secondary Transition Planning training			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Parents will be offered Overview of Special Education Programs and Services trainings			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Special Education Teachers

Description of Training			
Parents will be offered Post Secondary Transition Planning training			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026	

Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training			
Annual review and updates regarding best practices for developing an IEP			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Annual review and updates regarding best practices for developing an IEP			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Annual review and updates regarding best practices for developing an IEP			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Annual review and updates regarding best practices for developing an IEP			
Lead Person/Position		Year of Training	
Dan Fie/Coordinator of Student Services		2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date
2023-05-01

Uploaded Files

affirmation_statement_specialeducation.docx signed05.01.23.pdf

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

Superintendent/Chief Executive Officer

Diana L. Barnes

Date

2023-06-16

