

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>
Sullivan County SD		117576303
<b>Address 1</b>		
PO Box 240		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip</b>
Laporte	PA	18626
<b>Director of Special Education Name</b>		
Dr. Randi Zwatty		
<b>Director of Special Education Email</b>		
rdickinson@sulcosd.k12.pa.us		
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>
5709464547		
<b>Chief Administrator Name</b>		
Mr Douglas C Lindner		
<b>Chief Administrator Email</b>		
linddoug@sulcosd.k12.pa.us		

## Special Education Students

**Total Number of Students Receiving Special Education** 135

**School District Total Student Enrollment** 601

**Percent of Students Receiving Special Education** 22.5

## Steering Committee

Name	Position/Role	Building	Email
Douglas Lindner	Superintendent	Sullivan County SD	linddoug@sulcosd.k12.pa.us
Randi Zwatty	Director of Special Education	Sullivan County SD	dickrand@sulcosd.k12.pa.us
Lynn Eberlin	Building Principal	Sullivan Co JSHS	eberlynn@sulcosd.k12.pa.us
Samantha Kahler	Building Principal	Sullivan Co El Sch	kahlsama@sulcosd.k12.pa.us
Stacy Stabryla	Special Education Teacher	Sullivan Co JSHS	stabstac@sulcosd.k12.pa.us
Carrie Devlin	Special Education Teacher	Sullivan Co El Sch	devlcarr@sulcosd.k12.pa.us
Stacie Peterman	Parent	Sullivan Co El Sch	petestac@sulcosd.k12.pa.us
Brandy Walker	General Education Teacher	Sullivan Co El Sch	briobran@sulcosd.k12.pa.us
Melissa Swift	Parent	Sullivan Co El Sch	swifmeli@sulcosd.k12.pa.us
Deb Lindner	General Education Teacher	Sullivan Co JSHS	linddebr@sulcosd.k12.pa.us
Ashley White	General Education Teacher	Sullivan Co JSHS	whitashl@sulcosd.k12.pa.us
Jennifer Manero	Other	Sullivan County SD	manejenn@sulcosd.k12.pa.us
Lance Mabus	Other	Sullivan County SD	mabulanc@sulcosd.k12.pa.us

## School District Areas of Improvement and Planning - Indicators

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

### Timely Initial Evaluations (Indicator 11)

**Indicator not flagged at this time.**

### Secondary Transition (Indicator 13)

**Indicator not flagged at this time.**

### Graduation (Indicator 1)

**Indicator not flagged at this time.**

### Drop Out (Indicator 2)

**Indicator not flagged at this time.**

### Assessment (Indicator 3)

**Indicator not flagged at this time.**

### Education Environments (Indicator 5)

**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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## 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.)

No facilities for nonresident students currently exist in the boundaries of the Sullivan County School District. It is the host district's responsibility to review each student's individualized education plan and revise it as needed. The IEP team should use data from a variety of sources (progress monitoring, behavior, discipline, attendance, observations, court orders, etc.) to make educational placement decisions. This data should be reviewed frequently. Students should be educated with the peers without disabilities to the maximum extent appropriate. The amount of time will vary depending on the needs of the student but the goal should be for the students' time with peers without disabilities to increase overtime based on the students' readiness. The host district should work collaboratively with the home district to determine if there are times in which students can participate with students in their home district if feasible and appropriate. The LEA is also responsible for Child Find efforts, ensuring FAPE, ensuring the use of a certified special education teacher, and assigning surrogate parents when needed.

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

No facilities for nonresident students currently exist in the boundaries of the Sullivan County School District. The LEA can communicate with 1306 facilities through phone calls, emails, virtual meetings, and inperson meetings. The LEA representative can participate in meetings pertaining to the student (IEP meetings, CASSP meetings, etc.). The LEA can obtain quarterly reports from the 1306 facility. When it is time for the student to transition back to the home district, the LEA will facilitate a transition meeting in order to develop a transition plan for the student's return to the home district. This can be flexible depending on the student's needs and length of time away from the home district. The LEA could offer an onsite tour, review of schedule, and meet and greet with teachers. Some students could benefit from a slower transition where they visit the home district a few times before officially returning. In all cases it is important to have a plan in place to address potential areas of concern and how the LEA will respond to situation that arise. The needs will be individualized based off of the reason that the student was participating in a 1306 facility. The host district should provide information on what strategies that have found to be successful. The student should be given the opportunity to provide input on what supports they find helpful. The team should review and revise any support plans deemed appropriate (behavior support plans, attendance contracts, etc.).



## 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.**

Least Restrictive Environment is a strength for the Sullivan County School District. The LEA exceeds the state average and state target for educating students inside the regular classroom for 80% or more of the day. The Sullivan County School District makes a conscious effort to ensure that all students with disabilities are educated to the maximum extent appropriate with children who are non-disabled. The district follows the continuum of services to ensure that students are educated in the least restrictive environment. Special classes, which separate students with disabilities from their non-disabled peers, occur only if the nature and severity of the disability is to the degree that education in regular education classes with supplementary aides and services cannot be achieved.

### 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 LEA always considers the regular education setting first when determining educational placement. The Sullivan County School District utilizes special education teachers as co-teachers in regular education classes to provide students with disabilities access to the general education classroom when appropriate. At both the elementary and high school buildings, personal care aides are utilized to support students with more intensive needs. The learning support teacher and regular education teacher work cooperatively to support all students in the classrooms. IEP teams collaborate to establish unique accommodations to support students. Paraprofessional support is also utilized to aid students in both regular education and special education settings. Although a continuum of education is available, participation in the general education classroom with supports and services is considered first before any other placement. Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility and need require review by a multi-disciplinary team. Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is important to note that student placement decisions are based on need rather than convenience. The Sullivan County School District uses school wide positive behavior supports in both the elementary and high school buildings. The LEA has partnered with IU17 to provide social work services to the district. Students with and without disabilities are able to access the social worker. The LEA has also partnered with Friendship House which is a community and school based behavior health program that addresses the mental health and behavioral needs of eligible students.

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

The Sullivan County School District strives to include every student in the general education curriculum for at least part of their day. Currently, every student that is receiving their education at the Sullivan County School District spends at least part of their day with their peers without disabilities. The administrative team carefully reviews curriculum and course offerings to ensure that there are opportunities available to all students. The administrative team recently reviewed the sequence of math courses offered in the high school and made recommendations to the school board to make changes that would make all students more successful in the high school math program. Elective offerings are frequently reviewed to ensure that there are opportunities available to all students. Within the classrooms, supports are put in place to encourage all students to take educational risks and to help support students in reaching their potential. Students are seen as individuals and unique accommodations are provided to support students based on their readiness level. Supports are frequently scaffolded with the goal of students needing less supports over time. The district utilizes training through BLaST Intermediate Unit and PaTTAN, along with the Sullivan County District staff to provide professional development opportunities to the teachers within the district on special education services and interventions. Teachers participate in on-going trainings regarding co-teaching, behavior management, differentiated instruction,

transition, autism, deescalation strategies, and writing legally defensible IEPs. The district consults with the Intermediate Unit for assistive technology support, vision and hearing support. The district takes advantage of the PaTTAN short-term loan program for assistive technology.

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

All students, including those with disabilities are encouraged to participate in extra curricular activities. The LEA provides information about the supports that students require as needed. The LEA provides paraprofessional support or personal care aides to students that require that level of support. The LEA has provided nursing services when needed to support students with medical needs. The LEA also provides tutoring opportunities to help students remain eligible for sports competitions. No students are excluded from extracurricular activities based off of their disabilities or behavior related to their disabilities.

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?**

There are currently no students with disabilities attending private institutions as there are no local private institutions. However, in the event that this opportunity presented itself, the LEA would work with the private institution to provide strategies for including students with non-disabled peers. The LEA would work with the private institution to determine what extracurricular opportunities would be available for students to participate in based on the feasibility with the distance of the private school to the home district. The LEA would not exclude students from extracurricular opportunities based on their enrollment in a private institution or their disability.

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)**

There are currently three out of district placements that are, at times, used by a small number of Sullivan County School District students. The placements include a full time emotional support classroom, and autistic support classroom, and some vocational/job exploration opportunities. The LEA frequently reviews its number of students in outside programs to determine if there is a need to expand programs within the school district. The LEA also has frequent review meetings with the outside providers and the families to determine if the student is ready to transition back to the home district. We have very few students in the school district that are educated in out of district placements. The number varies a small amount from year to year. The LEA will continue to monitor students needs to determine if programs within the district need to be expanded. The placements are considered for students based on IEP team decisions. Placement outside of the district is only considered when the IEP team feels that they have exhausted all other options for the students within the home district.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
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J. Andrew Morrow Elementary School	Other	IU operated classroom program	BLaST IU 17	Autistic Support	1
BLaST Academy for Integrated Studies	Other	IU operated program	BLaST IU 17	Emotional Support	1
SERVE Inc	Other		SERVE Inc	Life Skills Support	3

## Positive Behavior Support

### Date of Approval

2021-02-16

### Uploaded Files

Behavior policy.pdf

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

The district is committed to supporting students with behavioral needs in the least restrictive environment. Students will only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. Students that show a need for emotional support services receive those services as outlined in their IEPs. Students receive direct instruction in social and coping skills. Accommodations are used in the classroom to meet the social and emotional needs of the students. The LEA has also provided classrooms with manipulatives and sensory items as needed to help students regulate their emotions. The Sullivan County Elementary School also has a sensory room and sensory path available for any student to use when they need a break or a place to regulate their emotions. Teachers and staff also utilize social stories to work through social needs. Administrators and teachers use social stories and reteaching strategies to work through some discipline problems if deemed appropriate.

**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 staff receives on-going training that addresses positive behavior supports and verbal de-escalation techniques. The Superintendent or designee will provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. The Sullivan County School District annually trains its crisis response team members in Quality Behavior Supports/Safety Care. One member of the crisis team receives annual training to be certified to train the rest of the crisis team. All teachers receive periodic refreshers in verbal de-escalation strategies. More comprehensive verbal deescalation training and behavior management strategies are provided to teachers as needed.

**3. Describe the district positive school wide support programs.**

The Sullivan County Elementary School has implemented School Wide Positive Behavior supports. The teachers and students continuously review expectations based on the behavior matrix that was developed by the School Wide Positive Behavior Team. Students are presented with a variety of positive incentives to encourage the use of good behavior. The Positive Behavior Support team reviews data so that the team can make changes as needed. The elementary school also has a specific program (Bucket Filler) to promote positive behaviors. The Sullivan County Elementary School will be conducting a refresher course for School Wide Positive Behavior Supports to ensure that the program is done with fidelity. This is especially important as there have been a number of new staff members hired since the start of the program. The Sullivan County High School has more recently developed a School Wide Positive Behavior Program. All staff has been trained in the use of Positive Behavior Supports and supports have been provided from the IU during the

initial roll out. The high school SWPB support team has been utilizing data to identify the areas to target for intervention. They have established some age appropriate incentives for older students.

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

The Sullivan County School District is partnering with Friendship House to deliver Community and School-Based Behavioral Health (CSBBH) services to eligible students and their families. The CSBBH team consists of Friendship House staff, building level administrators, the special education director, and building guidance counselors. This team meets bi-weekly to discuss students' needs. The Friendship House staff supports students in individual sessions, in the students' classrooms, in the community, and in their homes. The Sullivan County School District has recently expanded its Friendship House team. It now includes two mobile therapists and three behavior health technicians. The Sullivan County School District does have access to the Intermediate Unit's Behavioral Support team. The school district also works together with outside agencies such as Northern Tier Counseling (NTC) and Concern to provide additional supports to students. The school district also has effective Student Assistance Program (SAP) teams at both the elementary and high school buildings. These teams work through the appropriate procedures to refer students of concern to appropriate agencies.

**5. Describe the district restraint procedure.**

Restraint of a student is only used as a last resort when the student is in danger of injuring themselves or others. The use of restraints shall not be included in the IEP for the convenience of the staff, as a substitute for an educational program, or employed as punishment. The Sullivan County School District annually trains its crisis response team members in Quality Behavior Supports/Safety Care. This program provides safe and effective interventions and both de-escalation and restraint strategies. De-escalation strategies training has also been provided to teachers and paraprofessionals on a variety of occasions. If a student's behavior appears to be escalating, the teacher or staff member will call the office asking for the crisis team. The office staff will locate crisis team members and find coverage for their classrooms if needed. Other students will be removed from the area and any dangerous objects will be moved away from the student if possible. The members of the crisis team will attempt to use de-escalation strategies (Help, Prompt, or Wait strategies). If the student's behavior escalates to a point where the student is at risk of injuring themselves or others, then the crisis team will initiate a restraint. The type of restraint will be dependent on the situation, number of staff, and size of the student. The student will remain in the restraint until the student shows signs of de-escalation. The student will be released immediately if showing signs of medical distress or if they indicate that they can't breathe. A team member will record the duration of the restraint. After the student is released and has returned to baseline behavior, the student will be assessed by the school nurse. The parent will be notified. An IEP meeting will be scheduled. The team will debrief and the restraint will be reported.

## 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 LEA does not currently have any students who are eligible for special education services that are receiving Instruction Conducted in the Home or Homebound services. We do not have any students that are at a substantial risk of waiting more than 30 days for an appropriate educational placement. The Sullivan County School District consistently provides FAPE for the students with special needs. In the event that the district is having difficulty providing FAPE for a particular student or disability category, a variety of options do exist. The district first looks to provide programming within the district. The needs of the students are reviewed by the IEP team members to determine placement, services, and supports. The school district provides related services such as personal care aides, speech support, occupational and physical therapy when needed. The district maintains a cooperative relationship with outside agencies. The Sullivan County School District works closely with Northern Tier Counseling, Bradford/Sullivan MH/ID and Children and Youth Services. The district works collaboratively with the Intermediate Unit, OVR, SERVE, FUTURES, and Juvenile Probation of Sullivan County to ensure all students are provided with FAPE. The district also contracts with various hospitalization and day treatment programs. All placements, including those outside the district, are based on identified student needs. Although not needed at this point, the district will consider expansion of programs if deemed necessary to meet student needs.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS0004	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Sullivan Co JSHS		
<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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Sullivan Co JSHS		
<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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	10 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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SLP001	Multiple	Full-time (1.0)	07/27/2023 02:17 PM
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<b>Building Name</b>		
Sullivan County SD		
<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>
Intermediate Unit	Multiple	5 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
The students either receive individual sessions or are in groups with similarly aged peers.		1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LFS001	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Sullivan Co 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%)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12

<b>Age Range Justification</b>	<b>FTE %</b>
Age variance is documented in the IEP, scheduling minimizes overlap, and progress towards goals is not impeded	0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS0001	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Sullivan Co 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%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

<b>Building Name</b>		
Sullivan Co 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)		10
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS0006	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Sullivan Co JSHS		
<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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Scheduling minimizes overlap. The older students are not in the classroom at the same time as younger students. This teacher supports a large age range of students but not at the same time.		0.4

<b>Building Name</b>		
Sullivan Co JSHS		
<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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>

School District	Secondary	16 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Scheduling minimizes overlap. The older students are not in the classroom at the same time as younger students. This teacher supports a large age range of students but not at the same time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS0003	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Sullivan Co 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)		20
<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>
		0.4

<b>Building Name</b>		
Sullivan Co 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%)		5
<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>
	0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ES0001	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Sullivan County SD		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		30
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students are seen in individual or small group sessions. Students in small groups are paired with similar aged peers. Older students are not paired with younger students in group sessions.		0.6

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LS0005	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>
Sullivan Co JSHS

<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)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

<b>Building Name</b>		
Sullivan Co JSHS		
<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%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LFS002	Secondary	Full-time (1.0)	07/27/2023 02:17 PM

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<b>Building Name</b>		
Sullivan Co JSHS		
<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%)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Age variance is documented in the IEP, scheduling minimizes overlap, and progress towards goals is not impeded		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS0002	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

<b>Building Name</b>		
Sullivan Co 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)		20
<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>
		0.4

<b>Building Name</b>		
Sullivan Co 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%)		5
<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>
		0.25



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Sullivan Co El Sch		O2
<b>School Building</b>		<b>Building Description</b>
		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>
11 feet, 0 inches x 8 feet, 0 inches	88sqft	3
<b>Implementation Date</b>		
2022-05-05		
<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	
The location of the class has been maintained for at least 3 school years.		No

<b>Building Name</b>		<b>Room #</b>
Sullivan Co JSHS		118
<b>School Building</b>		<b>Building Description</b>
		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 19 feet, 0 inches	418sqft	14
<b>Implementation Date</b>		
2022-05-05		
<b>Uploaded Files</b>		

## 2Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Sullivan Co JSHS		322
<b>School Building</b>		<b>Building Description</b>
		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>		
2022-05-05		
<b>Uploaded Files</b>		

## 3Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Sullivan Co JSHS		124
<b>School Building</b>		<b>Building Description</b>
		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>		
2022-05-05		
<b>Uploaded Files</b>		
High School Floor Plans.pdf		

#### 4Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Sullivan Co El Sch		211
<b>School Building</b>		<b>Building Description</b>
		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>
31 feet, 0 inches x 29 feet, 0 inches	899sqft	32
<b>Implementation Date</b>		
2022-05-05		

<b>Uploaded Files</b>

#### 5Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Sullivan Co El Sch		O1
<b>School Building</b>		<b>Building Description</b>
		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>
11 feet, 0 inches x 8 feet, 0 inches	88sqft	3
<b>Implementation Date</b>		
2022-05-05		
<b>Uploaded Files</b>		

#### 6Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Sullivan Co El Sch		215
<b>School Building</b>		<b>Building Description</b>
		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>
33 feet, 0 inches x 35 feet, 0 inches	1155sqft	41
<b>Implementation Date</b>		
2022-05-05		
<b>Uploaded Files</b>		
Elementary Floor Plans.pdf		

#### 7Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Sullivan Co JSHS		319
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
38 feet, 0 inches x 27 feet, 0 inches	1026sqft	36

<b>Implementation Date</b>
2022-05-05
<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	
The location of the class has been maintained for at least 3 school years.		No

## Special Education Support Services

### 9Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Paraprofessionals	8	Elementary	District
Paraprofessionals	7	Secondary	District
Director of Special Education	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
School Psychologist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Other	1	District Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
Autistic Support Consulting- An autistic support consultant works individually with teachers on specific concerns relating to students in their classes. He provides on going, monthly training and support.			
Lead Person/Position		Year of Training	
Randi Zwatty/Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
one hour	once per month	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

### Positive Behavior Support

Description of Training			
School-wide Positive Behavior Interventions and Supports (SWPBIS) is a framework designed to enhance students' understanding of behavior expectations at school.			
Lead Person/Position		Year of Training	
Lynn Eberlin/High School Principal Samantha Kahler/Elementary School Principal		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	at least once per year	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers



			Other
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Description of Training			
Verbal De-escalation Strategies and Positive Reinforcement Techniques			
Lead Person/Position		Year of Training	
Randi Zwatty/Director of Special Education		2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Individual or small teacher refresher groups for SWPB and Verbal De-escalation Strategies			
Lead Person/Position			Year of Training
Randi Zwatty/Director of Special Education, Lynn Eberlin/High School Principal, Samantha Kahler/Elementary School Principal			2024 2025 2026 2027
Hours Per Training	Number of Sessions		Provider Audience
6	at least one per year for teachers and support staff as needs arise		District General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

Description of Training
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Paraprofessional Conference with Keynote speakers and break out sessions with topics such as Universal Design for Learning, financial education for students, how our beliefs affect behavior			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
BLaST IU Director of Student Services		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
CPR and First Aid Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Randi Zwatty/Director of Special Education and certified CPR and First Aid instructor		2025 2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	one each training year	Other	Paraprofessionals

## Transition

<b>Description of Training</b>			
Indicator 13 review			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Randi Zwatty/Director of Special Education, Jeff Pelly/IU transition coordinator		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	at least one session	Intermediate Unit	Special Education Teachers

## Science of Literacy

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

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

Description of Training			
Data Analysis/Curriculum Writing			
Lead Person/Position		Year of Training	
Samantha Kahler/Elementary Principal   Lynn Eberlin/High School Principal		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
at least 1 hour	at least once per year	District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training	
Structured Literacy Training	
Lead Person/Position	Year of Training

Samantha Kahler/ Elementary Principal		2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Parent Training

<b>Description of Training</b>			
Parent Support Meeting – Resources for Students with Special Needs			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Randi Zwatty/Director of Special Education		2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District Intermediate Unit Other	Parents

### IEP Development

<b>Description of Training</b>			
IEP writing and Indicator 13 review			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Randi Zwatty/Director of Special Education, Jeff Pelly/IU transition coordinator		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Special Education Teachers



## Signatures & Affirmations

Approval Date

2022-07-12

### Uploaded Files

Special Ed plan signed affirmation.pdf

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

### Superintendent/Chief Executive Officer

Douglas C. Lindner

Date

2022-09-16

