# Profile and Plan Essentials

### Special Education Students

Total Number of Students Receiving Special Education 178
School District Total Student Enrollment 817
Percent of Students Receiving Special Education 21.8

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building | Email |
| Kacie Fetterolf | Director of Special Education | Saint Clair Area El/MS | fetterolf@saintclairsd.org |
| Thomas McLaughlin | Superintendent | Saint Clair Area El/MS | mclaughlin@saintclairsd.org |
| Jennifer Buletza | Building Principal | Saint Clair Area El/MS | buletza@saintclairsd.org |
| Julia Karpovich | General Education Teacher | Saint Clair Area El/MS | karpovich@saintclairsd.org |
| Katie Cawthern | General Education Teacher | Saint Clair Area El/MS | cawthern@saintclairsd.org |
| Michele Jones | Special Education Teacher | Saint Clair Area El/MS | jones@saintclairsd.org |
| Carolyn March | Parent | Saint Clair Area El/MS | march@saintclairsd.org |
| Bill Kimber | Board Member | Saint Clair Area El/MS | kimbill11@gmail.com |

# 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 |

# Significant Disproportionality - Placement

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Discipline

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Significant Disproportionality - Identification

Significant Disproportionality
District Not Flagged for Significant Disproportionality in this area.

|  |  |
| --- | --- |
| **Identify Trends/Notable Observations** | **Improvement Planning and Activities** |
|  |  |

# Non-Resident Students Oversight

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

No
2. 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.)
For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district’s public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student’s educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services. The District will offer the continuum of services/placements for all students that enter the District. In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children “thought-to-be” eligible for special education services and/or accommodations within the host school district’s jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is “handicapped” under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought to-be-eligible may include a determination by the host district, parent, or a professional that the child’s educational needs cannot be met in a regular public school setting. For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student’s district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.
3. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student’s admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child’s education at a school program located at the facility until the host district and parent can make a formal decision regarding the student’s educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child’s education placement must be made without delay. In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student’s discharge from the institution at least 2 weeks prior to the student’s planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district.

# Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
No
2. 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).
We coordinate services with the Pottsville Area School District (all of the Saint Clair Area students attend Pottsville High School) to serve incarcerated students. The Saint Clair Area School District remains the LEA and serves these students using the same protocols established to serve and maintain all other eligible students in the Saint Clair Area School District. Pottsville Area School District is the host district for the Schuylkill County Prison. Pottsville Area School District fully complies with the requirements of IDEA 2004 and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals housed in the Schuylkill County Prison. Eligible students receive special education when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense. Specifically, Pottsville Area School District complies with child find obligations of IDEA 2004, implements/reviews or develops IEPs for eligible students in accordance with state and federal laws, utilizes appropriate evaluation procedures and screening instruments to determine the eligibility and educational needs of the inmates, and provides FAPE in conformity with the IEP. Acting as the host school district, Pottsville Area School District is responsible for making decisions regarding the goals, programming, and educational placement for each eligible student. Pottsville Area School District is also responsible for seeking advice from the resident school district with respect to the eligible student, and keeping the resident school district informed of its plans to educate the eligible student in the Schuylkill County Prison. If a Pottsville Area Student is placed in a Residential Treatment Facility (RTF), the district usually receives 4605, determination of residency form.

# Least Restrictive Environment

1. Review the district’s data for Least Restrictive Environment. Highlight areas of improvement.
Based on the District's date for LRE over the past two school years, the District is always meeting the target for placing students in the least restrictive environment. The District has 77.5% of students inside the regular education class 80% or more; 6.9% of special education students in the regular education class <40%; and the group of students in other setting is too small to display data. The District will continue to work diligently to ensure students are being education in the least restrictive environment.
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 school Principal and Special Education Director split the K-8 building to meet with grade levels on a monthly basis. The Special Education Director meets with K-3 and the Principal covers 4-8. During these meetings, benchmark testing is reviewed, classroom assessments/behaviors are discussed. The team reviews interventions tried and determines the need for further interventions or another level of instruction. The district has implemented PBIS school-wide. The students/teachers use the PRIDE system to promote positive behavior within the school.
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 Saint Clair Area School District always considers the least restrictive environment for all students with disabilities be in the regular education classroom. Supplemental aids and services are provided to the student to ensure success within the regular education environment. Staff will be provided with training opportunities in the areas of supplemental aids and services, differentiated instruction, SAS tool kit, positive behavior supports, Assistive Technology, Functional Behavior Assessments and best inclusionary practices. These trainings are done formally and informally through the Schuylkill Intermediate Unit, PaTTAN and district personnel.
4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
The District makes all attempts to provide supplementary aids and services to students available to all students outside of the school day. The IEP team, including related service providers, will meet and review with club advisors/coaches to ensure that the students are being provided with the necessary accommodations.
5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
The District posts all events that are happening within the district on the school Facebook page and website. All students that live within the district are able to access those items. Our staff reaches out to parents to make sure they are aware of the opportunities provided by the district, both K-8 and High School Students.
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)
A majority of the students that are placed out of district are the HS students that we tuition to Pottsville Area High School. For the remainder of the students, we have a very low population placed outside of the district.

### Out of District Placements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
| Schuylkill Intermediate Unit MAC | Other  | Public Separate Facility | IU29 | Multiple Disabilities Support  | 1 |
| Schuylkill Intermediate Unit MAC | Other  | Public Separate Facility | IU29 | Emotional Support  | 2 |
| Schuylkill Intermediate Unit SLA | Other  | Public Separate Facility | IU29 | Learning Support  | 1 |
| Schuylkill Haven High School | Other  | Neighboring School District | Schuylkill Haven Area School District | Life Skills Support  | 1 |
| Pottsville Area High School | Other  | Neighboring School District | Pottsville Area School District | Life Skills Support  | 4 |
| Pottsville Area High School | Other  | Neighboring High School | Pottsville Area School District | Learning Support  | 32 |
| Pottsville Area High School | Other  | Neighboring High School | Pottsville Area School District | Emotional Support  | 3 |
| BHA | Licensed Private Academic  |  | Behavioral Health Associates | Emotional Support  | 1 |

# Positive Behavior Support

Date of Approval
2020-05-13

Uploaded Files
Board Policy \_06022022135435.PDF

1. How does the district support the emotional, social needs of students with disabilities?
The District's Positive Behavior Support Policy's (113.2 ) purpose is to acknowledge that conduct is closely related to learning and that an effective instructional program requires a caring and orderly school environment free from restrictions or injuries caused by the challenging behaviors of others. The students that are enrolled in special education programs are subject to the same policies and regulations as the general education students. These policies and procedures are found in the student handbook. Our Elementary/Middle School utilize guidance staff, school social worker, school psychologist, truant officer, nursing staff, para-professionals, Schoolwide, Positive Behavior Support System, and the Student Assistance Program (SAP). Functional Behavior Assessments and Positive Behavioral Plans are utilized to provide positive behavioral support in an effort to maintain students in the least restrictive environment. The District is implementing a Behavior Interventionist for the 2022/2023 school year to help students learn coping skills and de-escalation techniques. The Principal and the Special Education Director consult on discipline decisions to make sure that the students are being provide fair and consistent discipline to ensure the students are receiving an education in the LRE with appropriate interventions.
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.
 Staff is trained through professional development opportunities through the Schuylkill Intermediate Unit and PaTTAN. The District has one staff member trained as a trainer in Safe Crisis Management. At the beginning of each year, he refreshes/trains new staff in SCM. All staff are refreshed at the beginning of each school year on the school wide behavior system.
3. Describe the district positive school wide support programs.
The District currently has Saints PRIDE in place for the entire building. All K-8 students follow the PRIDE rules. P - Prepare R - Respect I - Inspire D - Demonstrate E - Excel. The student are able to earn red(principal's club) and blue tickets. The tickets are for students that are displaying positive behavior. Students have the opportunity to earn prizes/ rewards with the red and blue tickets. The PBIS committee meets once a month, with representatives from all grade levels, to plan for upcoming rewards and to work as a team to make the program the best it can be.
4. Describe the district school-based behavior health services.
The District currently employs one Social Work with LCSW credentials. Some students are provided counseling from the Social Worker through their IEP.
5. Describe the district restraint procedure.
Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student’s IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education. Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student’s body, excluding the following: Briefly holding a student, without force, to calm or comfort him/her. Guiding a student to an appropriate activity. Holding a student’s hand to escort him/her safely from one area to another. Hand-over-hand assistance with feeding or task completion. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student’s parents/guardians and specified in the IEP. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

# 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 Saint Clair Area School District reviews programs and student population on an annual basis to determine classroom and program needs. The District uses creativity to serve the needs of our students and keep them in the general education environment and their home school. The Saint Clair Area School District has not had difficulty ensuring FAPE to any identified eligible special education student. Should the District encounters situation where it was experiencing difficulty ensuring FAPE to any identified student, the District would seek assistance from the Schuylkill Intermediate Unit's Interagency Coordinator and request a CASSP meeting. At this meeting the appropriate personnel, parents/guardians, and agency representatives would collaborate to identify programs and/or interventions that may be available and appropriate for the student to be successful in the LRE. The District works with diverse agencies in order to support students' individual needs. These agencies include, but are not limited to, Children & Youth, MH/ID, IU #29, Child Development and a continuum of other mental health and provider agencies both in and out of Schuylkill County. All placement determinations are made on an individual basis by the IEP team which gives consideration to the all of the programs and least restrictive placement in satisfying the needs of eligible students. A continuum of services is available through the Intermediate Unit and neighboring school districts for students. LEAs must also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination.

# Education Program (Caseload FTE)

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| SLP02  | Elementary  | Full-time (1.0)  | 06/02/2022 11:09 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Speech And Language Support  |
| **Support Sub-Type** |
| Speech And Language Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 38  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 10 to 14 |
| **Age Range Justification** | **FTE %** |
| This SLP covers grades 4-8  | 0.58  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| SLP01  | Elementary  | Full-time (1.0)  | 06/02/2022 11:08 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Speech And Language Support  |
| **Support Sub-Type** |
| Speech And Language Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 55  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 9 |
| **Age Range Justification** | **FTE %** |
| This SLP covers grades K-3  | 0.85  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| AS01  | Elementary  | Full-time (1.0)  | 06/02/2022 11:01 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Autistic Support  |
| **Support Sub-Type** |
| Autistic Support  |
| **Level of Support** | **Case Load** |
| Full-Time (80% or More) | 7  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 6 to 9 |
| **Age Range Justification** | **FTE %** |
|  | 0.88  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| LSS02  | Elementary  | Full-time (1.0)  | 06/02/2022 10:58 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Life Skills Support  |
| **Support Sub-Type** |
| Life Skills Support (Grades 7-12)  |
| **Level of Support** | **Case Load** |
| Full-Time (80% or More) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 12 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.2  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Life Skills Support  |
| **Support Sub-Type** |
| Life Skills Support (Grades 7-12)  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 6  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 11 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| LSS01  | Elementary  | Full-time (1.0)  | 06/02/2022 10:42 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Life Skills Support  |
| **Support Sub-Type** |
| Life Skills Support (Grades K-6)  |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 7 |
| **Age Range Justification** | **FTE %** |
|  | 0.15  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Life Skills Support  |
| **Support Sub-Type** |
| Life Skills Support (Grades K-6)  |
| **Level of Support** | **Case Load** |
| Full-Time (80% or More) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 7 |
| **Age Range Justification** | **FTE %** |
|  | 0.25  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Life Skills Support  |
| **Support Sub-Type** |
| Life Skills Support (Grades K-6)  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 1  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 7 to 7 |
| **Age Range Justification** | **FTE %** |
|  | 0.05  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| LS05  | Elementary  | Full-time (1.0)  | 06/02/2022 10:31 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning 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 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.15  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **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  | 9 to 11 |
| **Age Range Justification** | **FTE %** |
|  | 0.38  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| LS04  | Elementary  | Full-time (1.0)  | 06/02/2022 10:27 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **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  | 11 to 14 |
| **Age Range Justification** | **FTE %** |
|  | 0.3  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Emotional Support  |
| **Support Sub-Type** |
| Emotional Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 1  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 12 to 12 |
| **Age Range Justification** | **FTE %** |
|  | 0.02  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| LS 03  | Elementary  | Full-time (1.0)  | 06/02/2022 10:14 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Emotional Support  |
| **Support Sub-Type** |
| Emotional Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 3  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 10 to 12 |
| **Age Range Justification** | **FTE %** |
|  | 0.06  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **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  | Elementary  | 10 to 13 |
| **Age Range Justification** | **FTE %** |
|  | 0.28  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| LS 02  | Elementary  | Part-time (0.5)  | 06/02/2022 10:10 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 4  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 9 to 10 |
| **Age Range Justification** | **FTE %** |
|  | 0.08  |

|  |  |  |  |
| --- | --- | --- | --- |
| **FTE ID** | **Classroom Location** | **Full-time or Part-time Position?** | **Revised** |
| LS01  | Elementary  | Full-time (1.0)  | 06/02/2022 10:09 AM  |

|  |
| --- |
| **Building Name** |
| Saint Clair Area El/MS  |
| **Support Type** |
| Learning Support  |
| **Support Sub-Type** |
| Learning Support  |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 21  |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District  | Elementary  | 5 to 8 |
| **Age Range Justification** | **FTE %** |
|  | 0.42  |

# Special Education Facilities

|  |  |
| --- | --- |
| **Building Name** | **Room #** |
| Saint Clair Area El/MS  | A110 |
| **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, 9 inches x 19 feet, 3 inches | 611sqft | 21 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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 #** |
| Saint Clair Area El/MS  | B218 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 29 feet, 5 inches x 22 feet, 1 inches | 649sqft | 23 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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 #** |
| Saint Clair Area El/MS  | A233 |
| **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, 10 inches x 22 feet, 5 inches | 713sqft | 25 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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 #** |
| Saint Clair Area El/MS  | B208 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 29 feet, 10 inches x 20 feet, 8 inches | 616sqft | 22 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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 #** |
| Saint Clair Area El/MS  | A210 |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 26 feet, 8 inches x 35 feet, 9 inches | 953sqft | 34 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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 #** |
| Saint Clair Area El/MS  | A208 |
| **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, 8 inches x 30 feet, 5 inches | 750sqft | 26 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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 #** |
| Saint Clair Area El/MS  | B231(a) |
| **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, 11 inches x 11 feet, 4 inches | 135sqft | 4 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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 #** |
| Saint Clair Area El/MS  | B231(b) |
| **School Building** | **Building Description** |
| Elementary  | A building in which general education programs are operated  |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 12 feet, 0 inches x 15 feet, 2 inches | 182sqft | 6 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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 #** |
| Saint Clair Area El/MS  | B211 |
| **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, 1 inches x 20 feet, 5 inches | 614sqft | 21 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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 #** |
| Saint Clair Area El/MS  | B210 |
| **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, 3 inches x 19 feet, 10 inches | 619sqft | 22 |
| **Implementation Date** |
| 2022-06-08 |
| **Uploaded Files** |
|  |

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  |  |

# Special Education Support Services

Special Education Support Services

|  |  |  |  |
| --- | --- | --- | --- |
| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
| Director of Special Education  | 1  | District Wide  | District  |
| School Psychologist  | 1  | Elementary  | Contractor  |
| Physical Therapist  | 2  | Elementary  | Contractor  |
| Social Worker  | 1  | Elementary  | District  |
| Occupational Therapist  | 1  | Elementary  | District  |
| Paraprofessionals  | 10  | Elementary  | District  |
| Paraprofessionals  | 1  | Secondary  | District  |

# Special Education Personnel Development

## Autism

|  |
| --- |
| **Description of Training** |
| ABA Training |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Eucuation Director | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2 | 2 | Intermediate UnitPaTTAN |  |

## Positive Behavior Support

|  |
| --- |
| **Description of Training** |
| PBIS-Annual District Wide training |
| **Lead Person/Position** | **Year of Training** |
| Jen Buletza Principal | 2022-2023; 2023-2024; 2024-2025 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | DistrictIntermediate Unit | Building AdministratorsGeneral Education TeachersParaprofessionalsSpecial Education Teachers |

|  |
| --- |
| **Description of Training** |
| De-Escalation Strategies |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2022-203 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 2 | 1 | Intermediate Unit | Special Education Teachers |

## Paraprofessional

|  |
| --- |
| **Description of Training** |
| Confidentiality Review |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2022; 2023; 2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Paraprofessionals |

|  |
| --- |
| **Description of Training** |
| SCM training |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2022;2023;2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 3 | 1 | District | Paraprofessionals |

## Transition

|  |
| --- |
| **Description of Training** |
| Best Practices for Secondary Transition- IEP present levels/goals |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | Intermediate Unit | Special Education Teachers |

## Science of Literacy

|  |
| --- |
| **Description of Training** |
| Superkids Training- curriculum resources k-2 |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 2 | Other | General Education TeachersParaprofessionals |

|  |
| --- |
| **Description of Training** |
| Curriculum Resources 3-4 |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | General Education TeachersParaprofessionals |

## Parent Training

|  |
| --- |
| **Description of Training** |
| Social/Emotional Training |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | Intermediate Unit | Parents |

|  |
| --- |
| **Description of Training** |
| Transition |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | Intermediate Unit | Parents |

## IEP Development

|  |
| --- |
| **Description of Training** |
| IEP Goal Writing |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2022-2023 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | District | Special Education Teachers |

|  |
| --- |
| **Description of Training** |
| Present Ed Levels |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | DistrictIntermediate Unit | Special Education Teachers |

|  |
| --- |
| **Description of Training** |
| IEP input |
| **Lead Person/Position** | **Year of Training** |
| Kacie Fetterolf, Special Education Director | 2023-2024 |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 1 | DistrictIntermediate Unit | General Education Teachers |

# Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date