

Clearfield Area SD
Special Education Plan Report
07/01/2023 - 06/30/2026

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 547

School District Total Student Enrollment 2085

Percent of Students Receiving Special Education 26.2

Steering Committee

Name	Position/Role	Building	Email
Mark Bender	Director of Special Education	Clearfield Area SD	mbender@clearfield.org
Heather Prestash	Building Principal	Clearfield Area JSHS	hprestash@clearfield.org
Zac Bash	General Education Teacher	Clearfield Area El Sch	bashz8026@clearfield.org
Kayla Black	Special Education Teacher	Clearfield Area El Sch	blackk1950@clearfield.org
Lisa Nelen	Special Education Teacher	Clearfield Area JSHS	nelenl2161@clearfield.org
Beth Colna	Special Education Teacher	Clearfield Area JSHS	bcolna@clearfield.org
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Tim Cima	General Education Teacher	Clearfield Area JSHS	tcima@clearfield.org
Rebecca Magnuson	Parent	Clearfield Area SD	
David Domico	Director of Curriculum	Clearfield Area SD	domicod7238@clearfield.org
Yvonne Barrett	Parent	Clearfield Area JSHS	

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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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

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.)
CASD does have the county jail located within its boundaries. The Clearfield district does meet all requirements of IDEA 2004 and PA Chapter 14 as per section 1306 of the Public School Code as outlined in the BEC Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Collaborative efforts ensure child find and provisions of FAPE for students with disabilities in such facilities.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
CASD maintains ongoing communication with 1306 facilities through teleconference/tele-video to periodically review the student's progress. Multidisciplinary team members collaborate and communicate regularly to discuss how and when transition back to school is appropriate.

Incarcerated Students Oversight

- Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Clearfield County Jail	County Jail	Other	0

- Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The CASD does have a county jail within the district's boundaries. The CASD, in conjunction with the Central Intermediate Unit #10, complete an annual public notice that include the following components: a) the purpose of the identification activities, b) a description of services and program availability, c) the time and location of the screening activities, d) information on how to request the evaluation, and e) a statement of confidentiality. At the Clearfield County Jail (CCJ) the CIU#10 oversees the materials and dissemination process regarding child find. The annual public notice is initiated by the CIU#10. The Director of Special Education then disseminates the information to the local newspapers on behalf of the schools located within the CIU#10 area. The CCJ is included in the annual public notice. In addition, our annual public notice is posted on the district's web page. Every student receives instruction in the five core subjects - English, math, science, social studies, and health- totaling 20 hours per week. Special education students receive additional support/instruction as indicated in their IEP. Four teachers provide instruction at the correctional facility. One teacher is certified in Special Education and is also the math and science teacher. Two teachers are certified in health/p.e and social studies/English. The fourth teacher is emergency permitted to teach math. Students are delivered specially designed instruction in all classes in accordance with their IEP and spend the majority of their time with their peers in the regular class setting. Services are provided to all eligible school-age students. Due to the relatively small population of eligible students, instruction is delivered in small groups or on a one-to-one basis. Students attend daily educational classes and earn credits toward a high school diploma issued by the Clearfield Area School District. CASD contracts with CIU#10 to provide the incarcerated youth program. All incoming inmates are required to complete an educational registration form on the first day of arrival. The CIU#10 staff is notified immediately of any student who qualifies and who has indicated they have or currently receive special education services. Next, the alternative education coordinator contacts the home school district and/or the records department in Harrisburg requesting all special education records to prevent any lapse of time in the student's education. The CIU#10 special education supervisor/IY program supervisor, is notified of the new inmate within 1-2 days of arrival. If the district has received enough information from the inmate regarding eligibility, the district would proceed to use CBA levels and develop an interim IEP while awaiting records. Effectiveness of the child find process is checked and balanced by the number of incoming students with those receiving educational services. This is monitored on a regular basis by the CIU#10 staff, CASD supervisor of special education, and the CCJ staff. All incoming students at the CCJ are afforded their educational rights and educational options upon entering the facility. All incoming inmates complete a screening form and complete a Clearfield County Prison Education Notification Form. All records are then requested from the state to assure the most current and up-to-date records are obtained. The Supervisor of Special Education reviews all documents and proceeds with the IEP team to update them as needed in order to provide a Free and Appropriate Public Education.

Least Restrictive Environment

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

As per the most recent Special Education Data Report 2019/20, the Clearfield District exceeds the state averages in both Special Education students Inside Regular Class 80% or More (65.8% vs. 61.5%) and having Special Education Students Inside the Regular Class less than 40% (5.2% vs 9.6%). In the 2019-20 data the district performance again out performed the state average when considering Other settings (4.4% vs. 4.8%). The district works collaboratively with outside providers, including CIU#10, for the provision of services to students who present with significant needs in low incidence cases. As a result students are provided with evidence-based instruction and interventions to maintain their LRE placement.

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 Clearfield Area School District continues to offer a full continuum of services for students requiring special education, regardless of their exceptionality. The district also realizes that Special Education is a service provided to students, rather than a place. In light of the Gaskin's Case, the district continues to follow the process to determine each eligible student's Least Restrictive Environment on an individual basis. The IEP Teams within the CASD begin with education in the general education class first, and exhausts all possible services before placing eligible students in special class services outside of the general education classroom. Utilizing supplementary aides and services within the general education classroom, has led to more paraprofessionals and inclusionary practices such as co-teaching. The securing of School Based Behavioral Health Team in grades K-12, prevents behaviors and supports those experiencing challenging behaviors. Further, the Stepping Stones program, provides executive functioning training for the youngest students, just beginning the educational journey, in grades K-6. These preventive measures assure students challenges are addressed in the general education setting prior to any changes in their current setting. For any student identified as being eligible for special education services, the process begins with the student's IEP team considering the required level of intervention needed, location of intervention, and instructional group that represents the Least Restrictive Environment. This Continuum of Services begins with the home school and regular classroom setting. CASD utilizes Child Study, MDT, and IEP Teams to determine additional need for assessment, and supplementary aids or services. The district offers learning support K-12, emotional support K-12, life skills support K-12, and autistic support K-12, as on campus educational options. In addition, speech/language support, vision, hearing, physical, and occupational therapy are also provided. The district also collaborates with the CIU#10 for the services and provisions for low incidence challenges such as deaf/hard of hearing. Nonacademic and extracurricular services are afforded to all students, regardless of the educational placement setting. The district also considers students who do not qualify for Chapter 14, to be considered for Chapter 15 services. In addition to the above mentioned services, the following Supplementary Aids and services that are also provided, include the following:

- Collaborative: (Adults working together to support students)
- Scheduled time for co-planning and team meetings grades K-12
- Instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support)
- Professional development related to collaboration/LRE
- Coaching and guided support for team members in the use of assistive technology for an individual student
- Scheduled opportunities for parental collaboration
- All school personnel collaborate in the development and delivery of SAS
- Consultation from School Based Behavioral Health for all professional/non-professional staff.

Instructional: (Development and delivery of instruction that address diverse learning needs)

- Providing modified curricular goals
- Providing alternate ways for students to demonstrate learning
- Providing test modification
- Providing alternate materials and/or assistive technology (e.g., apps (applications), transcribe text into Braille, large print, alternate computer access)
- Providing instruction on functional skills in the context of the typical routines in the general classroom
- Changing method of presentation
- Using reader services
- Providing research-based supplementary materials
- Providing instructional adaptations (e.g., pre-teaching, repeating directions, extra examples and non-examples)
- Use of assistive technology to communicate, write and remediate content across the curriculum

Physical: (Adaptations and modifications to the physical environment)

- Furniture arrangement in

environments • Specific seating arrangements • Individualized desk, chair, etc. • Adaptive equipment • Adjustments to sensory input (e.g., light, sound) • Environmental Aids (e.g., classroom acoustics, heating, ventilation) • Structural Aids (e.g., wheelchair accessibility, trays, grab bars) • On campus sensory room Social-Behavioral: (Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior) • Social skills instruction • Counseling supports • Peer supports (e.g., facilitating friendships) • Individualized behavior support plans • School Wide Positive Behavior • Modification of rules and expectations • Cooperative learning strategies • Collaborative adults working together to support students • Instructional development and delivery of instruction that address diverse learning needs • Physical adaptations and modifications to the physical environment • In-house School Based Behavioral Health (Beacon Light) K-12 • Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

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

During the next three years, the district will continue to develop academic programming and offer training for research-based core and remediation programs designed, specifically for students with disabilities, to be successful in the general education classes. Co-taught teachers will attend professional development to continue to enhance that practice. As assistive technology and devices continue to evolve, so will the access for all students with disabilities who need such devices. Paraprofessionals will continue to be trained in order to more effectively provide services in the general education setting. In this area our focus is expect paraprofessionals to attend curriculum and intervention-based professional development opportunities with special and general education faculty. Behavioral issues will continue to be addressed in general education through collaboration with School Based Behavioral Health teams. In addition, through collaboration with IU 10, the district is planning to offer training to special and general educators relative to effective behavioral redirection strategies in order to maintain participation of students with disabilities in the general education curriculum.

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

In order to provide opportunity for meaningful participation of students with disabilities in extracurricular activities the district utilizes supplementary aids and services. The process starts with a review of the student's information, the expectations of the extra-curricular activity, identification of potential barriers to participate, and identifying appropriate supplemental aids and services strategies to eliminate barriers. Factors including collaboration opportunities among parent, coach/educator, and student are considered. What will practice/participation in the activity require from the student. Are there physical or social-behavioral expectations that will require an action plan in the event of unforeseen circumstances. Students participating in extra curricular activities are afforded modifications to practice/activity expectations. Coaches, Educators and adult support staff are provided training and collaboration opportunities to understand the student's abilities and needs. The district implements this process with a focus on providing meaningful educational/extracurricular benefit in a manner that avoids stigmatizing students while creating pathways for opportunity.

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 offers learning support K-12, emotional support K-12, life skills support K-12, and autistic support K-12, as on campus educational options. In addition, speech/language support, vision, hearing, physical, and occupational therapy are also provided. The district also collaborates with the CIU#10 for the services and provisions for low incidence challenges such as deaf/hard of hearing. As students who are placed in private institutions demonstrate successful remediation in their identified areas of need, IEP teams comprised of placement team members and district team members discuss transition and return to Clearfield Area School District programming with opportunities to be successfully educated with non-disabled children. Nonacademic and extracurricular services are afforded to all students, regardless of the educational placement setting.

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)

In an effort to provide a continuum of services the CASD has resolved placement issues by utilizing the interagency Coordinator from CIU#10 and the CASSP process to exhaust placement options and agency support while considering the LRE. In addition to the above mentioned resources, the CASD utilizes a host of services to provide FAPE such as the following: Clearfield County Children Youth Services, Community Connections, OVR, Cen Clear Child Services, Pyramid Health Care, Crossroads Partial Facility, New Story, and Soaring Heights. Currently, the CASD is meeting the placement needs of all students. In the event that the district would encounter difficulty ensuring FAPE, the district would also utilize support from the Regional Interagency Coordinator (RCI) through PaTTAN.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Soaring Heights School	Licensed Private Academic		Pyramid Healthcare	Autistic Support	21
New Story	Licensed Private Academic		New Story Schools	Emotional Support	3

Positive Behavior Support

Date of Approval

2012-03-26

Uploaded Files

Behavioral Support Policy.pdf

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

The district supports the emotional and social needs of students with disabilities through the implementation of School Wide Positive Behavior, supports from school based mental health, Social and Emotional Learning lessons, and available counseling and social work services.

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 Clearfield Area School District provides positive behavior management in a variety of ways in a proactive manner. School personnel have been trained and updated through our district's Director of Intervention on De-escalation techniques, using the Crisis Prevention & Intervention (CPI) program. Further, the Clearfield Area School District provides positive behavior management in a variety of ways in a proactive manner.

3. Describe the district positive school wide support programs.

The district incorporates the School Wide Positive Behavior Model at its Elementary School building and School Based Behavioral Health Teams at both the Elementary level and Secondary level.

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

The district has an agreement with Beacon Light Behavioral Health Systems to provide SBBH in the form of case management, family therapy, psychiatric evaluations, in-school sessions, and crisis intervention to students at both settings. All students participating in SBBH are receiving services to address their current needs to maintain current educational placement in the LRE.

5. Describe the district restraint procedure.

The Behavior Support Policy (BSP) of the Clearfield Area School District is aligned with all provisions of IDEA 2004 and Pa 22 School Code 14.133. It indicates positive techniques for the development, change, and maintenance of selected behaviors, which should be employed before more intrusive or restraining measures are implemented. The policy indicates that restraints should be only used as a last resort and never for punishment, convenience, or for substitution of an educational program. Mechanical restraints, which are used to control voluntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent student from injuring himself/herself or others or promote body positioning and physical functioning.

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.

None at this time

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P39	Secondary	Full-time (1.0)	03/23/2023 12:40 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	16 to 21
Age Range Justification		FTE %
The district is aware of the age range discrepancy and informs guardians/parents accordingly and will assure that FAPE will be implemented accordingly.		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
38	Multiple	Full-time (1.0)	03/23/2023 05:01 PM

Building Name		
Clearfield Area SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	6 to 14
Age Range Justification		FTE %
Grouping of students complies with age range requirements and/or support is given in a one-to-one setting as an individual basis.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P37	Multiple	Full-time (1.0)	03/23/2023 05:08 PM

Building Name		
Clearfield Area SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Multiple	7 to 18
Age Range Justification		FTE %
Grouping of students complies with age range requirements and/or support is given in a one-to-one setting as an individual basis.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P36	Secondary	Full-time (1.0)	03/23/2023 05:20 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.22

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P35	Secondary	Full-time (1.0)	03/22/2023 04:26 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P34	Secondary	Full-time (1.0)	03/23/2023 05:19 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The district is aware of the age range discrepancy. The students are distributed across a variety of classrooms and grade levels.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P33	Secondary	Full-time (1.0)	03/23/2023 05:19 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
The district is aware of the age range discrepancy. The students are distributed across a variety of classrooms and grade levels.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P32	Secondary	Full-time (1.0)	03/22/2023 04:48 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17

Age Range Justification	FTE %
	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P31	Secondary	Full-time (1.0)	03/23/2023 05:19 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
The district is aware of the age range discrepancy. The students are distributed across a variety of classrooms and grade levels.		0.26

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P30	Secondary	Full-time (1.0)	03/22/2023 02:51 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P29	Secondary	Full-time (1.0)	03/22/2023 02:49 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.18

Building Name

Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P28	Secondary	Full-time (1.0)	03/22/2023 02:47 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Clearfield Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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P27	Secondary	Full-time (1.0)	03/22/2023 02:46 PM
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Building Name		
Clearfield Area JSHS		
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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P26	Secondary	Full-time (1.0)	03/22/2023 02:44 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.16

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14

Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P25	Secondary	Full-time (1.0)	03/22/2023 02:43 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.12

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P24	Secondary	Full-time (1.0)	03/22/2023 02:41 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.14

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P23	Secondary	Full-time (1.0)	03/23/2023 05:11 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.06

Building Name		
Clearfield Area JSHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P22	Secondary	Full-time (1.0)	03/23/2023 05:14 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.17

Building Name		
Clearfield Area JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
The district is aware of the age range discrepancy and the IEP team has addressed and documented agreement of services on an individual basis accordingly.		0.5

Building Name		
Clearfield Area JSHS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P21	Secondary	Full-time (1.0)	03/22/2023 02:27 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Clearfield Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P20	Secondary	Full-time (1.0)	03/23/2023 05:15 PM

Building Name		
Clearfield Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.05

Building Name		
Clearfield Area JSHS		
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.35

Building Name		
Clearfield Area JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P19	Elementary	Full-time (1.0)	03/22/2023 04:45 PM

Building Name		
Clearfield Area SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.18

Building Name		
Clearfield Area JSHS		
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	12 to 20
Age Range Justification		FTE %
Students are distributed across a variety of classrooms and grade levels		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P18	Elementary	Full-time (1.0)	03/23/2023 05:16 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11

Age Range Justification	FTE %
	0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P17	Elementary	Full-time (1.0)	03/23/2023 05:16 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		57
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are distributed across a variety of classrooms and grade levels		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P16	Elementary	Full-time (1.0)	03/23/2023 05:16 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		56
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are distributed across a variety of classrooms and grade levels		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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P15	Elementary	Full-time (1.0)	03/22/2023 02:13 PM
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Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P14	Elementary	Full-time (1.0)	03/22/2023 02:11 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P13	Elementary	Full-time (1.0)	03/22/2023 02:05 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.22

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P12	Elementary	Full-time (1.0)	03/22/2023 02:03 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P11	Elementary	Full-time (1.0)	03/23/2023 05:22 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.18

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P10	Elementary	Full-time (1.0)	03/22/2023 01:48 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.16

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P9	Elementary	Full-time (1.0)	03/22/2023 01:46 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.34

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P8	Elementary	Full-time (1.0)	03/22/2023 12:59 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P7	Elementary	Full-time (1.0)	03/22/2023 12:55 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.22

Building Name		
Clearfield Area El Sch		
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	6 to 7
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P6	Elementary	Full-time (1.0)	03/22/2023 12:53 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
		0.58

Building Name		
Clearfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.25

Building Name		
Clearfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P5	Elementary	Full-time (1.0)	03/22/2023 12:53 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.5

Building Name

Clearfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P4	Elementary	Full-time (1.0)	03/22/2023 12:31 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.58

Building Name		
Clearfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.12

Building Name

Clearfield Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P3	Elementary	Full-time (1.0)	03/23/2023 05:19 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
The district is aware of the age range discrepancy and the IEP team has addressed and documented agreement of services on an individual basis accordingly.		0.22

Building Name		
Clearfield Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P2	Elementary	Full-time (1.0)	03/22/2023 12:25 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Clearfield Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
P1	Elementary	Full-time (1.0)	03/22/2023 12:17 PM

Building Name		
Clearfield Area El Sch		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Parents have been informed and agree to the discrepancy		0.2

Building Name		
Clearfield Area El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Parents have been informed and agree to the discrepancy		0.2

Building Name		
Clearfield Area El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Parents have been informed and agree to the discrepancy		0.17

Special Education Facilities

Building Name		Room #
Clearfield Area El Sch		109
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, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2023-03-22		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Clearfield Area El Sch		118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2023-03-23		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Clearfield Area El Sch		223
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 25 feet, 0 inches	575sqft	20
Implementation Date		
2023-03-23		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Clearfield Area El Sch		117
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 26 feet, 0 inches	637sqft	22
Implementation Date		
2023-03-23		
Uploaded Files		

4 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 #
Clearfield Area El Sch		229
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27
Implementation Date		
2023-03-23		
Uploaded Files		

5 Assurance Check

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

Building Name		Room #
Clearfield Area El Sch		239
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, 0 inches x 26 feet, 6 inches	689sqft	24
Implementation Date		
2023-03-23		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Clearfield Area El Sch		127
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, 0 inches x 28 feet, 6 inches	741sqft	26
Implementation Date		
2023-03-23		
Uploaded Files		

7 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 #
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Clearfield Area El Sch		237
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 26 feet, 0 inches	650sqft	23
Implementation Date		
2023-03-23		
Uploaded Files		

8 Assurance Check

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

Building Name		Room #
Clearfield Area El Sch		235
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, 0 inches x 29 feet, 0 inches	754sqft	26
Implementation Date		
2023-03-23		
Uploaded Files		

9 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
Clearfield Area El Sch		238
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, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2023-03-23		
Uploaded Files		

10 Assurance Check

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

Building Name		Room #
Clearfield Area El Sch		125
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 6 inches x 26 feet, 0 inches	637sqft	22
Implementation Date		
2023-03-23		
Uploaded Files		

11 Assurance Check

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

Building Name		Room #
Clearfield Area El Sch		223
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, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2023-03-23		
Uploaded Files		

12 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 #
Clearfield Area El Sch		222
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 6 inches x 26 feet, 0 inches	715sqft	25
Implementation Date		
2023-03-23		

Uploaded Files

13 Assurance Check

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

Building Name		Room #
Clearfield Area El Sch		103
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 14 feet, 0 inches	350sqft	12
Implementation Date		
2023-03-23		
Uploaded Files		

14 Assurance Check

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

Building Name		Room #
Clearfield Area El Sch		170
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 14 feet, 0 inches	168sqft	6
Implementation Date		
2023-03-23		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities		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

Building Name		Room #
Clearfield Area El Sch		251
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 6 inches x 19 feet, 0 inches	446sqft	15
Implementation Date		
2023-03-23		
Uploaded Files		

16 Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		141
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 0 inches x 15 feet, 0 inches	135sqft	4
Implementation Date		
2023-03-23		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		104
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-23		
Uploaded Files		

18Assurance Check

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

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Clearfield Area JSHS		220
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 27 feet, 0 inches	432sqft	15
Implementation Date		
2023-03-23		
Uploaded Files		

19 Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		109
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 18 feet, 0 inches	576sqft	20
Implementation Date		
2023-03-23		
Uploaded Files		

20 Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		103
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-23		
Uploaded Files		

21 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 #
Clearfield Area JSHS		105
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 0 inches x 26 feet, 0 inches	884sqft	31
Implementation Date		
2023-03-23		

Uploaded Files

22 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 #
Clearfield Area JSHS		206
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-23		
Uploaded Files		

23 Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		208
School Building		Building Description
JR/SR High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 27 feet, 0 inches	432sqft	15
Implementation Date		
2023-03-23		
Uploaded Files		

24 Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		102
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-23		
Uploaded Files		

25 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 #
Clearfield Area JSHS		330
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 27 feet, 0 inches	432sqft	15
Implementation Date		
2023-03-23		
Uploaded Files		

26 Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		210
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-23		
Uploaded Files		

27 Assurance Check

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

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Clearfield Area JSHS		212
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-23		
Uploaded Files		

28 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 #
Clearfield Area JSHS		232
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-23		
Uploaded Files		

29 Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		229
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-23		
Uploaded Files		

30 Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		334
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 27 feet, 0 inches	432sqft	15
Implementation Date		
2023-03-23		

Uploaded Files

31 Assurance Check

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

Building Name		Room #
Clearfield Area JSHS		335
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 40 feet, 0 inches	1080sqft	38
Implementation Date		
2023-03-23		
Uploaded Files		

32 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 #
Clearfield Area JSHS		230
School Building		Building Description
JR/SR High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 27 feet, 0 inches	864sqft	30
Implementation Date		
2023-03-23		
Uploaded Files		

33 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	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 #
Clearfield Area JSHS		326
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 27 feet, 0 inches	432sqft	15
Implementation Date		
2023-03-23		
Uploaded Files		

34 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 #
Clearfield Area JSHS		108
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 16 feet, 0 inches	448sqft	16
Implementation Date		
2023-03-23		
Uploaded Files		

35 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

36Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
School Psychologist	1	Secondary	District
School Psychologist	1	Elementary	District
Other	(Special Education Secretary) 1	District Wide	District
Paraprofessionals	59	District Wide	District
Director of Special Education	1	District Wide	District
Other	(Assistant Director of Special Education) 1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Faculty and staff K-12 who work directly with students with autism will participate in a structured ongoing professional development that introduces best practices for supporting students with autism in all environments. The focus will include the implementation and alignment of research based practices across all school environments and grade levels by incorporating and implementing a system of consistent classroom priorities related to schedules, the delivery of instruction, and communication.			
Lead Person/Position		Year of Training	
School District's Special Education Supervisor			
Hours Per Training	Number of Sessions	Provider	Audience
.5	45	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
The district anticipates further developing positive behavior support and school wide positive behavior at all three levels of intervention by implementing behavioral screening tools and social and emotional learning opportunities, providing faculty and staff with training for tools and screeners, Positive Behavior Intervention training opportunities, professional development related to Functional Behavior Assessments and Positive Behavior Support Plans, and overseeing the implementation of behavioral interventions across the district. The process of further developing positive behavior support is expected to include collaboration with CIU10 consultants, resources and professional development opportunities from PATTAN, outside agency behavioral consultants, and the district's school based behavioral health provider.			
Lead Person/Position		Year of Training	
Supervisor of Special Education, Building Administration			
Hours Per Training	Number of Sessions	Provider	Audience
.5	30	District Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
In an effort to provide ongoing training and professional development as required under ESSA and IDEA the district anticipates providing training opportunities for paraeducators that support students with disabilities in areas that include reading and mathematics intervention, positive behavior intervention, de-escalation and/or crisis prevention intervention, CPR, and best practices for students with autism. Training and Professional Development opportunities			

will meet the requirements of the required 20 hours of needed professional development on an annual basis and will have topics that align with district goals to expand the role of a paraeducator in supporting students and professionals in general education and special education settings.			
Lead Person/Position		Year of Training	
Supervisor of Special Education, Building Administration, Director of Interventions			
Hours Per Training	Number of Sessions	Provider	Audience
6	12	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Training and professional development related to Transitions will include resources and information such as the most recent indicator 13 data, pathways to graduation, and smart futures. Professionals will participate in professional development opportunities associated with transition principals each year to ensure all students with disabilities are prepared for further education, employment, and independent living. Training will involve best practices and information associated with age-appropriate assessments, identifying post-secondary goals, utilizing agency resources, how to write usable, measurable and meaningful annual transition goals.			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District Intermediate Unit	Parents Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
Professional teaching staff will participate in Heggerty and ECRI training and professional development, which are both supported through the science of reading as demonstrated methods that best help children learn to read, from the earliest steps in spoken language to being able to successfully decode unfamiliar words. The districts goals for professional staff training is to improve students ability to build phonemic awareness, literacy skills and to read. Professional development in ECRI will focus on supplemental phonics enhancement, based in the Science of Reading featuring routines designed to increase the efficiency and effectiveness of reading instruction. Further, development on the implementation of Heggerty will support the enhancement of teacher knowledge of the Science of Reading to support phonemic awareness as a foundational skill, essential for learning to read. Teacher will develop9 strategies to help students learn to identify sounds through oral and auditory activities and become more phonemically aware. Engaging students in phonemic awareness instruction will help develop students' understanding of sounds, and that knowledge directly impacts their spelling and writing.			
Lead Person/Position		Year of Training	
Director of Curriculum and Instruction, Director of Intervention, Director of Special Education			

Hours Per Training	Number of Sessions	Provider	Audience
6	2	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Parents/guardians will have ongoing opportunities to participate in training on how to use AT devices, software or computer programs a student uses, implementing behavior modification techniques at home, how the IEP team collects data so it can be replicated and/or understood, reinforcing reading curriculum and reinforcing reading skills. Further, Trainings for Postsecondary options such as OVR, Workplace training, etc., Transitions for students at various ages/grades that include but are not limited to the transition to kindergarten, the junior-senior high school, vocational options, independent living, graduation, etc. will occur along with any part of a child's supports, services, or eligibility category that a parent/guardian is in need of training and explanations.			
Lead Person/Position		Year of Training	
Director of Special Education/Special Education Teachers			
Hours Per Training	Number of Sessions	Provider	Audience
1	4	District	Parents

IEP Development

Description of Training			
Faculty and Staff will be provided opportunities to participate in trainings related to a variety of topics related to the development of IEP's. Ongoing professional development opportunities during common collaboration times and work sessions will include topics related to present level information, including parental concerns/input, identifying appropriate related services, appropriate accommodations, and the development of goals that are ambitious, measurable, meaningful, and aligned with SAS. Professional development will focus on best practice, the overall individualizing of education plans, and periodic review/revision of information to ensure plans best support students districtwide, in all environments.			
Lead Person/Position		Year of Training	
Director of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
.5	8	District Intermediate Unit PaTTAN	General Education Teachers Parents Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

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- 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