

Profile and Plan Essentials

LEA Name		AUN
Lackawanna Trail SD		119665003
Address 1		
PO Box 85		
Address 2		
City	State	Zip
Factoryville	PA	18419
Director of Special Education Name		
Amie Talarico		
Director of Special Education Email		
talaricoa@ltsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
570-945-5184		x3004
Chief Administrator Name		
Mr Matthew Rakauskas		
Chief Administrator Email		
rakauskasm@ltsd.org		

Special Education Students

Total Number of Students Receiving Special Education 239

School District Total Student Enrollment 974

Percent of Students Receiving Special Education 24.5

Steering Committee

Name	Position/Role	Building	Email
Amie Talarico	Director of Special Education	Lackawanna Trail SD	talaricoa@ltsd.org
Mark Murphy	Building Principal	Lackawanna Trail JSHS	murphym@ltsd.org
Brian Kearney	Building Principal	Lackawanna Trail SD	kearneyb@ltsd.org
Shannon Kuchak	Director of Curriculum	Lackawanna Trail SD	kuchaks@ltsd.org
Leanne Lombardi	Other	Lackawanna Trail El Ctr	lombardil@ltsd.org
Jessica Bentley	Special Education Teacher	Lackawanna Trail JSHS	bentleyj@ltsd.org
Megyn Stevens	Special Education Teacher	Lackawanna Trail JSHS	stevensm@ltsd.org
Sarah Wright	General Education Teacher	Lackawanna Trail El Ctr	wrights@ltsd.org
Stacey Shaffer	Parent	Lackawanna Trail SD	shafferst@ltsd.org
Brendan Dwyer	Board Member	Lackawanna Trail SD	dwyerb@ltsd.org
Courtney Barhight	Special Education Teacher	Lackawanna Trail El Ctr	barhightc@ltsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Improvement and Planning Activity
Director of Special Education will provide training to all teachers on LRE decision making. All IEP teams will discuss Least Restrictive Environment during IEP team meeting to ensure that all students are in the regular education environment to the greatest extent possible, and document this discussion in the Questions for IEP teams section of the IEP. This includes documenting the availability of extracurricular activities and supports needed during those activities.
IEP teams will work with the BCBA, School based social worker, and other related services providers to ensure that students have appropriate behavior plans and other supports during their time spent in the regular education classroom. IEP teams will work with the School Wide Positive Behavioral Support team to ensure that tiered supports are available in the regular and special education settings.
The LEA will ensure that a representative is at all out of district IEP meetings and all in house Autistic Support, Life Skills, and Emotional Support IEP meetings and a discussion about appropriate time in the least restrictive environment will take place. The LEA will ensure that related services and other supports necessary to increase time in the regular education classroom are considered.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
ESY	The LEA will train all staff who write IEPs on the requirements for determining eligibility for ESY and the documentation required. The LEA will provide the BSE Adviser with a copy of the training agenda and sign-in sheets. A file review will be conducted as verification of corrective action.
Public School Enrollment	The LEA will submit an Improvement Plan for Public School Enrollment. The Improvement Plan will be submitted by 07/27/2024.
LRE	The LEA will submit an Improvement Plan for LRE to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day and students in other locations. The Improvement Plan will be submitted by 07/27/2024.
Participation in PSSA/PASA	The LEA will submit an Improvement Plan for Participation in State Assessments. The Improvement Plan will be submitted by 07/27/2024.

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
---------------	-----	---------------	-----	------------------

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.)

All students in a 1306 facility will have discussion prior to placement and at all IEP meetings regarding the LRE. A range of services and placements will be discussed at each meeting to ensure the student with a disability is educated in the least restrictive environment. The Lackawanna Trail School District, in conjunction with the NEIU-19 and any other future 1306 facilities that may be opened or move to our district, will follow Chapter 14 regulations in locating, identifying, evaluating, and offering FAPE to all eligible students. The Director of Special Education acts as the LEA and oversees all programming for students between the ages of birth to 21. The LEA will provide child find activities for any future 1306 facilities that may open within the district. At this time, the district provides a child find notice on the website and in the local newspaper, that all members of the public can access. For all students in a 1306 facility, the LEA ensures a representative is in attendance (usually by phone or virtually) at all IEP meetings in order to assist in developing an IEP that meets the requires of a Free and Appropriate Education. The LEA communicates with 1306 facilities to ensure that they either employ a certified special education teacher or utilize services from an Intermediate Unit or school district in order to provide one. The LEA keeps on file all records for students that are in a 1306 facility in order to ensure that compliance is documented.

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

Presently, there are no problems or barriers that exist which may limit the District's ability to meet its obligations under Section 1306 of the Public School Code. The Lackawanna Trail School District does not presently host any 1306 facilities, but in the event that we do during the lifetime of this plan, we will keep an open line of communication with nthe 1306 facilities, who will notify the district of incoming students no later than one business day after registration. The Lackawanna Trail School District will submit form PDE 4605 to the school district of residence and request educational records for enrollment. The LTSD will then convene the IEP team to determine educational placement, always considering education in the least restrictive environment first. The LTSD understands its responsibility for FAPE, Child find, reporting progress, appointing a surrogate and communicating with the school district of residence. The Lackawanna Trail School District complies will all aspects of the BEC Educational Programs for Students in Non-Educational Placements. Currently, for students in 1306 facilities, the LEA provides complete records to the 1306 facility immediately. The LEA ensures there is a representative in all meetings (IEP or other meetings to which the LEA is invited, i.e. medication management, CASSP, etc.). The LEA discusses transition from the 1306 facility at all meetings through the representative to ensure there is a plan for smooth transition, including review of all student records and re-evaluation if necessary. While it is the host districts responsibility to notify the district two weeks prior to a transition, the LEA asks at all meetings to avoid confusion. If a student is being moved from one residential facility to another, the LEA will ensure that they have the proper contact information necessary. If a student is being exited from a 1306 facility and the IEP team has difficulty placing that student, the LEA activates the Intensive Interagency supports provided by the NEIU-19.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

The LEA reviewed the SEDR and the target was not met for students in the regular education environment for 80% or more or for students in other environments. The target for students in the regular education environment is 62.4% and the LEA had 58.9% of students in the regular education environment 80% or more of the time for the 2022-2023 school year, the last year that data was reported. The target for students in other settings is 4.8% and the LEA had 6.5% in other settings. The LEA will focus future training and IEP team discussions on these areas. The LEA is providing the BSE with an improvement plan in this area that involves teacher training, the use of positive behavior supports, and IEP team discussions and documentation.

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

The LEA utilizes an MTSS framework to provide pre-referral support for students and determine if students are making progress in these interventions. The LEA utilizes universal screening practices for Early Literacy (Aimsweb, Boehm, etc.). The LEA utilizes universal screening practices for OT and Speech and Language Support in Kindergarten and first grade. The LEA utilizes the CDTs and Child Study process to identify need in upper elementary grades and the Junior/Senior High School. The LEA utilizes data collection to determine what interventions are necessary for all students with disabilities. IEP teams discuss what supports and services are necessary for students in the regular education environment. The LEA will continue to discuss this at all IEP meetings and continue to train teachers on academic interventions as well as behavioral and mental health supports that can increase time in the regular education setting, The LEA now contracts with a BCBA in order to provide appropriate FBAs and PBSPs for students. The BCBA also works through the SWPBS team to assist pre-referral.

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 LEA offers training opportunities to regular and special education teachers in academic interventions as well as positive behavior supports and social emotional learning. These areas allow for meaningful participation of students with disabilities in the general education curriculum. When necessary, the LEA provides training on an individual basis to a student's IEP team to ensure that they are able to meet student needs in the general education curriculum. An example is training on an AAC device, or supports for school personnel that assist in the use of an FM system, or specialized SDI for visual impairment. These examples are not exhaustive.

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

Students are given accommodations that support them in their extracurricular activities when identified as a need by an IEP team. This includes personal care assistants, contact with case managers, and assistive technology. The LTSD runs a Unified Special Olympics Track and Field Program for grades 9-12 that provides an inclusive recreational experience for student with and without disabilities.

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

Students in out of district placements may participate in any extracurriculars that are offered, and this is discussed during all IEP meetings and listed in the Questions for IEP Team section of the IEP.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The LEA continues to research out of district placements when students with unique learning needs require them. At this time the LEA utilizes out of district

placements for center based emotional support, center based autistic support, center hearing support, and other specialized placements, such as partial hospitalization (also center based emotional support). If these placement options do not meet the needs of a student, we reach out to the NEIU 19 for Intensive Interagency Support.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Milford E. Barnes	Licensed Private Academic	Partial Hospitalization	Children's Service Center	Emotional Support	1
Western Pennsylvania School for the Deaf	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	2
NEIU 19 Learning Campus	Other	Intermediate Unit	NEIU 19	Multiple Disabilities Support	1
Scranton School for Deaf and Hard of Hearing Students	Approved Private School (APS)		Western Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	1
NEIU 19 Learning Campus	Other	Intermediate Unit	NEIU 19	Emotional Support	1
NEIU 19 Learning Campus	Other	Intermediate Unit	NEIU 19	Autistic Support	1

Positive Behavior Support

Date of Approval

2021-04-12

Uploaded Files

Policy 113.2.pdf

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

The LTSD has a School Wide Positive Behavior Support Program at the elementary level, and it is being discussed in the junior and senior high school level, as per the District Comprehensive Plan. The Special Education Department runs an emotional support classroom in the elementary center and the junior senior high school. Both programs use classroom reward systems, and all students have individualized Positive Behavior Support Programs. The Elementary Emotional Support program utilizes PATHS program as a social emotional learning curriculum. The Junior/Senior High School Program utilizes School Connect as a social emotional learning program.

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.

Each building has a crisis response team that is trained in TACT 2. These individuals are trained in verbal deescalation and in passive restraint. The Elementary ES teacher took part in the PATHS Curriculum virtual training prior to putting the curriculum into place. The district recently purchased the PATHS Curriculum for the entire elementary school and online teacher training will begin. The High School ES teacher is trained in the School Connect Program, and she attended their conference. Both emotional support teachers attended the PATTAN Emotional Support 3 day intensive training and participate in other PATTAN trainings. They utilize the NEIU19 behavior support TACT trainer as well. The Autistic Support program takes part in the PDE Autism Initiative. The district employs multiple TACT-2 trainers and trains a crisis response team in TACT-2 non-violent crisis prevention techniques.

3. Describe the district positive school wide support programs.

The LEA uses a School Wide Positive Behavior Support Program K-6, and intends to roll out this framework in the Junior/Senior High school as per the district level comprehensive plan. This framework is used to provide a tiered system of support. Tier I is fully developed, and Tier II and Tier III programming are being developed as part of the ROAR reboot. The LEA uses MMS Focus to monitor discipline referrals as part of this framework. See handbook description of SWPBIS School-Wide Positive Behavior Support School-wide Positive Behavior Support (SWPBS) is a systems approach to establishing the whole-school social culture and intensive individual behavior supports needed for our school to achieve social and academic gains while minimizing problem behavior for all students. SWPBS is NOT a specific curriculum, intervention, or practice, but a decision making framework that guides selection, integration, and implementation of scientifically-based academic and behavioral practices for improving academic and behavior outcomes. The Lackawanna Trail Elementary Center's motto is: Students at LTEC are Respectful, Organized, Accepting, and Responsible or R.O.A.R. Each is broken down into expected behaviors in the following areas of the school: hallways/stairwells, bathrooms, classrooms, specials classes, bus, and the playground. How does the R.O.A.R. system work? Classroom behavior expectations are directly taught (formally at the beginning and mid-point of the school year) and when students have difficulty with a particular expectation, it is immediately re-taught. Students are rewarded for consistently demonstrating the expected

behaviors in several ways: Earning R.O.A.R. tickets and staff restating why the ticket was given Positive phone calls home to parents are encouraged by the administration Exchanging tickets for items at the R.O.A.R. store Scheduled monthly reward days (during the school day on the last Friday of each month) Beginning and end of school year Fun Fest Events The Lackawanna Trail Elementary Center utilizes a new office discipline referral form (see below) to communicate both minor and major discipline concerns to families. These forms are to be signed and returned to the main office by the next school day. All students who receive 0 major office discipline referrals will participate in monthly reward days. Students who have received a major referral within the month will be re-taught the expected behaviors during our reward day by our school counselor, law enforcement liaison, social worker, or principal.

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

ESAP/SAP- The Elementary Student Assistance Program and the Student Assistance Program are teams that meet to determine student need. These teams refer students to school and community mental health supports when needed. School Based Social Work- The school based social worker meets with students as an IEP related service and also provides a service for some students with Section 504 service agreements. Guidance Department- The elementary and high school guidance departments work with students on a short term basis. They run group sessions, meet with individual students, and make referral to school and outside services when ongoing needs are available. The LEA makes connections with various community providers. Students that require outpatient services at Children's Service Center can meet with outpatient therapists in the school building in order to mitigate transportation concerns. The school district has also added a mental health counselor for students with Section 504 service agreements and students in regular education. The school district has also added a Board Certified Behavior Analyst to provide support for students in Autistic Support, Emotional Support, other special education programs, and for Tier II and Tier III interventions for SWPBS.

5. Describe the district restraint procedure.

-If a student is in crisis, team members who are trained in TACT 2 first use verbal deescalation techniques. -If the student is an immediate danger to him/herself or others, the individuals trained in TACT 2 may use passive restraint. -After any passive restraint, the individuals who participate fill out a post restraint report. This is filed with the special education office and reviewed by administration. -Parent contact is made by phone and in writing. -If the student has an IEP, the team reconvenes the IEP team within 10 school days of the restraint (or the parent may waive this meeting). If the student has a Section 504 Service Agreement, the 504 team reconvenes. -The IEP team, 504 team, or Child Study team determines if any behavioral supports or services need to be added or changed. IEP revisions are made immediately following the meeting and could include any areas of the IEP, with special consideration given to any behavioral supports. Teams will consider the need for an FBA or FBA updates and/or revisions to PBSPs if applicable. -If the student does not have an IEP or a Section 504 Service Agreement, the student is referred to either Child Study or ESAP/SAP, as a follow up. -Following an IEP meeting, the restraint is reported in the RISC system.

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.

If students are at risk for waiting more than 30 days for an educational placement, or they are placed on Instruction in the Home, the LEA collaborates with the NEIU 19 to call an Intensive Interagency Support team. When an Intensive Interagency Support meeting is held, the LEA considers all of the on campus and out of district placement options and looks to the NEIU 19 team to assist in finding placement options in the area that may be appropriate for unique situations. The LTSD also contacts the county CASSP coordinator to hold a CASSP meeting when appropriate to ensure that outside services are available for the student and that potential placements, such as partial hospitalization, can be utilized when appropriate. The LTSD is continuously looking at the placement needs of students and determining if additional on campus placements are necessary. For instance, the LEA opened an elementary level Emotional Support Classroom during the 2021-2022 school year. The LEA opened an Autistic Support classroom at the elementary level during the 2023-2024 school year. The LEA has reviewed the SES data and there were no students reported for the 2023-2024 school year. The LEA periodically reviews this report. The LEA reports all students placed on Instruction in the Home through the SES system.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSRR46	Elementary	Full-time (1.0)	05/29/2024 12:43 PM

Building Name		
Lackawanna Trail El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Students are not scheduled for class outside of age range.		0.04

Building Name		
Lackawanna Trail El Ctr		
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	Elementary	9 to 12
Age Range Justification		FTE %
Students are not scheduled outside age range.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
--------	--------------------	----------------------------------	---------

AuSK6	Elementary	Full-time (1.0)	05/29/2024 12:15 PM
-------	------------	-----------------	---------------------

Building Name		
Lackawanna Trail El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
This is a K-6 building. There will be 4 students in this class and students will work on individual needs. Age range waivers have been obtained.		0.38

Building Name		
Lackawanna Trail El Ctr		
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 10
Age Range Justification		FTE %
Age range waivers are signed for all students in this classroom.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LIS712	Secondary	Full-time (1.0)	05/29/2024 12:19 PM

Building Name		
Lackawanna Trail 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
This is a life skills classroom in a 7-12 high school and all students have an age range waiver.		0.2

Building Name		
Lackawanna Trail 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 14
Age Range Justification		FTE %
This is a life skills classroom in a 7-12 high school and all students have an age range waiver.		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLVK12	Multiple	Full-time (1.0)	05/29/2024 12:32 PM

Building Name		
Lackawanna Trail El Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Students are not scheduled for group or individual speech sessions outside of the age range.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSMHS	Secondary	Full-time (1.0)	05/29/2024 12:16 PM

Building Name		
Lackawanna Trail 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	13 to 18
Age Range Justification		FTE %
This is an itinerant caseload in a 7-12 high school. Students are not scheduled outside of the age range.		0.26

Building Name		
Lackawanna Trail 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 18
Age Range Justification		FTE %
Within age range.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS56	Elementary	Full-time (1.0)	05/29/2024 12:32 PM

Building Name		
Lackawanna Trail El Ctr		
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 12
Age Range Justification		FTE %
Not outside of age range.		0.22

Building Name		
Lackawanna Trail El Ctr		

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	12 to 13
Age Range Justification		FTE %
Not outside of age range.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSTC	Secondary	Part-time (0.5)	05/29/2024 12:32 PM

Building Name		
Lackawanna Trail JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 20
Age Range Justification		FTE %
This caseload is in a 7-12 high school. Students are not scheduled outside of the 4 year age range. Some students are virtual learners.		0.3

Building Name		
Lackawanna Trail JSHS		
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	Secondary	15 to 15
Age Range Justification		FTE %
Not outside of age range.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SLJK6	Elementary	Full-time (1.0)	05/29/2024 12:30 PM

Building Name		
Lackawanna Trail El Ctr		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Students are not scheduled for individual or group speech sessions outside of the age range.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS23	Elementary	Full-time (1.0)	05/23/2024 12:42 PM

Building Name		
Lackawanna Trail El Ctr		
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	8 to 10
Age Range Justification		FTE %
Not outside the age range.		0.18

Building Name		
Lackawanna Trail El Ctr		
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	8 to 8
Age Range Justification		FTE %
Not outside the age range.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHSJH	Secondary	Full-time (1.0)	05/29/2024 12:21 PM

Building Name		
Lackawanna Trail 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	12 to 13
Age Range Justification		FTE %
Not outside the age range.		0.22

Building Name		
Lackawanna Trail 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	12 to 14
Age Range Justification		FTE %
Not outside the age range.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSK2	Elementary	Full-time (1.0)	05/29/2024 12:17 PM

Building Name		
Lackawanna Trail El Ctr		

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	6 to 8
Age Range Justification		FTE %
Not outside the age range.		0.16

Building Name		
Lackawanna Trail El Ctr		
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	Elementary	6 to 8
Age Range Justification		FTE %
Not outside the age range.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LS45	Elementary	Full-time (1.0)	05/23/2024 12:43 PM

Building Name		
Lackawanna Trail El Ctr		
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	Elementary	9 to 11
Age Range Justification		FTE %
Not outside the age range.		0.26

Building Name		
Lackawanna Trail El Ctr		
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 11
Age Range Justification		FTE %
Not outside the age range.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ESK6	Elementary	Full-time (1.0)	05/29/2024 12:24 PM

Building Name		
Lackawanna Trail El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
This is a K-6 Emotional Support Class and all students in the classroom have an age range waiver.		0.5

Building Name		
Lackawanna Trail El Ctr		
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	10 to 10
Age Range Justification		FTE %
Not outside the age range.		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ES712	Secondary	Full-time (1.0)	05/29/2024 12:25 PM

Building Name		
Lackawanna Trail 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	13 to 17
Age Range Justification		FTE %
This is an ES class in a 7-12 high school. Students are either not scheduled outside of age range, or there is an age range waiver.		0.12

Building Name		
Lackawanna Trail JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
This is an ES class in a 7-12 high school. Students are either not scheduled outside of age range, or there is an age range waiver.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSHSSIM	Secondary	Full-time (1.0)	05/29/2024 12:32 PM

Building Name		
Lackawanna Trail JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16

Age Range Justification	FTE %
	0.24

Building Name		
Lackawanna Trail JSHS		
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	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LISK6	Elementary	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Lackawanna Trail El Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
This is a K-6 Life Skills Classroom, and all students in the classroom have age range waivers.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSRHS	Secondary	Full-time (1.0)	05/29/2024 12:28 PM

Building Name		
Lackawanna Trail 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	15 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Lackawanna Trail 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 17
Age Range Justification		FTE %
Students are not scheduled outside of age range.		0.55

Special Education Facilities

Building Name		Room #
Lackawanna Trail JSHS		207
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
Implementation Date		
2022-06-06		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lackawanna Trail El Ctr		E44 Speech Room
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 13 feet, 6 inches	283sqft	10
Implementation Date		
2022-06-06		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Lackawanna Trail El Ctr		184
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 23 feet, 0 inches	701sqft	25
Implementation Date		
2022-06-06		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Lackawanna Trail JSHS		116D Speech Room
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
11 feet, 0 inches x 10 feet, 0 inches	110sqft	3
Implementation Date		
2022-06-06		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Lackawanna Trail JSHS		122
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 14 feet, 0 inches	378sqft	13
Implementation Date		
2022-06-06		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lackawanna Trail El Ctr		214
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 28 feet, 0 inches	700sqft	25
Implementation Date		
2023-06-13		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lackawanna Trail El Ctr		221
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 29 feet, 6 inches	737sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Lackawanna Trail JSHS		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 14 feet, 0 inches	406sqft	14

Implementation Date
2022-06-06
Uploaded Files

8Assurance Check

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

Building Name		Room #
Lackawanna Trail JSHS		113
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 30 feet, 0 inches	810sqft	28
Implementation Date		
2022-06-06		
Uploaded Files		

9Assurance Check

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

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lackawanna Trail El Ctr		Main Office Speech Room
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 6 inches x 10 feet, 0 inches	165sqft	5
Implementation Date		
2022-06-06		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Lackawanna Trail JSHS		127
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 23 feet, 0 inches	690sqft	24
Implementation Date		
2022-06-06		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Lackawanna Trail El Ctr		216
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 31 feet, 0 inches	775sqft	27
Implementation Date		
2022-06-06		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
-----------------	-----	----

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lackawanna Trail El Ctr		229
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 38 feet, 6 inches	885sqft	31
Implementation Date		
2022-06-06		
Uploaded Files		

13Assurance Check

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

Building Name	Room #
Lackawanna Trail JSHS	102

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-06-06		
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	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Lackawanna Trail El Ctr		215
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-06-06		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Lackawanna Trail El Ctr		32
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 24 feet, 0 inches	576sqft	20
Implementation Date		
2022-06-06		
Uploaded Files		

16Assurance Check

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

Special Education Support Services

17Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1.0	District Wide	District
Transition Coordinator	.5	Secondary	District
School Psychologist	1.0	District Wide	District
Physical Therapist	.5	District Wide	Contractor
Occupational Therapist	.5	District Wide	Contractor
Social Worker	1.0	District Wide	Contractor
Other	1.0	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Strategies for Including Students with Autism in Regular Education- Behavior Supports			
Lead Person/Position		Year of Training	
BCBA and Autistic Support Teacher		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Autism Initiative			
Lead Person/Position		Year of Training	
PATTAN trainer and NEIU Representative		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	Monthly	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Positive Behavior Supports- SWPBS interventions for Tier II and Tier III			
Lead Person/Position		Year of Training	
Director of Special Education/Building Principals		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
TACT 2- Non-violent crisis prevention strategies			
Lead Person/Position		Year of Training	
Director of Special Ed, Building Principal, School Psychologist		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Role of the ParaEducator- New Hire Training			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents Paraprofessionals

Description of Training			
Para-Educator Multiple Topics- Framewelder Courses			
Lead Person/Position		Year of Training	
PaTTAN- Available Virtually		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	20+	PaTTAN	Parents Paraprofessionals

Transition

Description of Training			
Transition Topics- Various During Department Meetings			
Lead Person/Position		Year of Training	
Director of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	District	Parents Special Education Teachers

Science of Literacy

Description of Training			
Science of Literacy, Various Topics			
Lead Person/Position		Year of Training	
PDE SAS online Training		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Other	General Education Teachers Parents Special Education Teachers

Description of Training			
Wilson Just Words Training			
Lead Person/Position		Year of Training	
NEIU		2025	
Hours Per Training	Number of Sessions	Provider	Audience

5	1	Intermediate Unit	Special Education Teachers
---	---	-------------------	----------------------------

Description of Training			
Wilson Language Teacher Certification			
Lead Person/Position		Year of Training	
Wilson Reading Systems (online training)		2024	
		2025	
Hours Per Training	Number of Sessions	Provider	Audience
40+	year long	Other	Special Education Teachers

Parent Training

Description of Training			
Navigating your Child's Virtual Environment- Google Suite and other programs			
Lead Person/Position		Year of Training	
Director of Special Education and Special Education Teachers		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Parents

Description of Training			
Literacy Skills/Working with Your Child at Home			
Lead Person/Position		Year of Training	
Director of Special Education/Teachers		2025	
		2026	
Hours Per Training	Number of Sessions	Provider	Audience

2	2	District	Parents
---	---	----------	---------

IEP Development

Description of Training			
Various Topics During Department Meetings- NOREPs, Present Levels			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District	Parents Special Education Teachers

Description of Training			
Various Topics During Department Meetings- Alignment of Needs/SDI/Goals/Related Services			
Lead Person/Position		Year of Training	
Director of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Signatures & Affirmations

Approval Date
2024-05-15

Uploaded Files

scan_gregal_2024-05-29-12-39-09.pdf

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

Superintendent/Chief Executive Officer

Matthew Rakauskas

Date

2024-06-06

