Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 129
School District Total Student Enrollment 721
Percent of Students Receiving Special Education   17.9

Steering Committee

Name	Position/Role	Building	Email
Brice Benson	Superintendent	Smethport Area SD	bbenson@smethportschools.com
Kerri Dach	Director of Special Education	Smethport Area SD	kdach@smethportschools.com
Kristin Zona	Building Principal	Smethport Area El Sch	kzona@smethportschools.com
Doug Dickerson	Building Principal	Smethport Area JSHS	ddickerson@smethportschools.com
Anna Stewart	Other	Smethport Area SD	astewart@smethportschools.com
Brian Lawson	Other	Smethport Area JSHS	blawson@smethportschools.org
Jodi Wichensky	Other	Smethport Area El Sch	jwichensky@smethportschools.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)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

   No

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.)
   There are currently no facilities for non-resident students other that the McKean County Prison that currently exist in the boundaries of the Smethport Area School District. However, the district does provide special education services to students with disabilities whose parents are not residents of the Smethport Area School District and are placed in foster homes within the boundaries of the district.   If a student enrolls in Smethport Area School District, the LEA reviews the current records. If the student has an IEP, the LEA schedules an IEP meeting. The meeting will review and revise the current IEP to develop appropriate accommodations and placement in the Smethport Area School District. The least restrictive educational placement option that is considered first is to educate the student within the public school setting with the same age peers to the maximum extent possible with the use of specially designed instruction. If the severity of the student's disability exceeds the supports and services available within our school district, the LEA and parents can determine through the IEP process that an alternative educational setting will appropriately meet the student's needs. The Smethport Area School District is responsible to provide the student with a Free Appropriate Public Education (FAPE) and any needed special education and/or services consistent with 22 PA Code 14 and the Individual with Disabilities Act (IDEA). A certified special education teacher will manage and monitor the student's IEP to ensure progress. The LEA is responsible for making educational decisions regarding goals, specially designed instruction, and educational placement for each student through the IEP process. If a student moves into the district without an IEP, the student is placed in the regular education setting with same age peers. Supplementary aides and services may be provided in the regular education setting. The Smethport Area School District provides a proactive approach to identifying students who may be struggling academically, socially, and/or behaviorally through our child find process.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   For any non-resident student, the Smethport Area School District reviews educational records provided upon enrollment to assure the continued provisions of IDEA and Chapter 14 regulations. The guardian/parent is provided all special education notices and are invited to evaluation meetings, re-evaluation meetings, and annual Individualized Education Program meetings. The Smethport Area School District takes an active role collaborating and working with 1306 facilities in a timely manner to get students into their least restrictive educational programs quickly by participating in IEP meetings prior to discharge from the facility to ensure a smooth transition back to SASD.

Incarcerated Students Oversight

1. 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**
McKean County Jail	Jail	Other	0

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).
   The McKean County Prison is located in the boundaries of the Smethport Area School District. The warden sends a weekly report to the special education office listing all persons under 21 that are incarcerated in the prison. The Special Education Director reviews this information and serves as the prison liaison. The liaison meets with the student to gather information and review procedures. The Smethport Area School District notifies the home district and records and requests records. SASD provides services for students that are detained in the McKean County Prison. Those services include providing educational services, re-evaluations and IEPs, and reporting progress/grades back to the home district. SASD sends a PDE-4605 Determination of Residence with Acknowledgement to the home district. A Child Find Annual Public Notice is posted in the jail.

Least Restrictive Environment

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

   Based on the district's data from the previous school years, the following is a summary of the comparison between the LEA and state targets. Least Restrictive Environment: The SASD has more students with disabilities in the regular education classroom for more than 80% of the day than the state average. Based on this information:

	LEA	STATE
2020	82.4%	61.5%
2021	76.5%	62.1%

   The SASD also has less student with disabilities in the regular education classroom for less than 40% and in other settings than the state average. Summary: This data shows that more students with disabilities are attending and participating more frequently in the regular education classrooms at SASD than the state average.

   Enrollment:

   Comparison of the percentage of special education students from SASD to the state target:

	LEA	STATE
2019	18.5%	17.3%
2020	19.7%	17.8%
2021	18.7%	18.1%

   Summary: This data indicates that the SASD has been above the state target for the previous three years, but we were closer to the state average in 2021.

Percent of Special Education Enrollment by Disability:

Comparison of the percent of special education enrollment by disability enrollment by disability from SASD to the state target (yellow above state average, green bellow state average):

	2019 LEA	2019 State	2020 LEA	2020 State	2021 LEA	2021 State
Emotional Disturbance					9.6%	8.5%
Intellectual Disability	7.8%	6.3%	8.8%	6.3%	11.0%	6.2%
Other Health Impairment	14.9%	16.4%	17.6%	17.0%	19.1%	17.4%
Specific Learning Disability	46.1%	40.6%	40.5%	39.8%	37.5%	39.2%
Speech or Language Impairment	19.9%	14.3%	20.3%	14.1%	16.9%	14.1%

Summary: SASD percent of special education enrollments by disability category is higher than the state average in most disability categories. One major reason for this is that the district is small so one student can significantly impact our percentages. Even though our numbers are above the state average, student needs are being addressed in the least restrictive environment.

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

The SASD maintains a strong commitment to serving students in the regular education classroom. The district ensures, to the maximum extent possible, that children with disabilities are educated with their non-disabled peers and that removal from the regular education environment only occurs when education in that setting is not leading to progress for that student. The IEP team begins with the general education setting with the use of supplementary aides and services before considering a more restrictive environment. When the IEP team meets, the assumption is that the regular education classroom is the most appropriate placement until determined otherwise. When considering a more restrictive environment, the IEP team reviews data, interventions, and strategies to determine the most appropriate educational placement for that student based on the student's needs.

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 SASD provides a proactive approach to work with all students in the least restrictive educational environment. Our pre-referral systems contain elements of the Pennsylvania Response to Intervention and Instruction (RTII) framework, which includes universal access to quality standards aligned core instruction, relational support, and data based decision making. Data is used to guide instruction, eligibility processes, and school improvement efforts. In an effort to provide student with disabilities instruction in the least restrictive environment to the maximum extent possible, the SASD continues to implement inclusion district wide. This has allowed more students to receive instruction in the regular education setting with supports and services with a high degree of success. The district also utilizes trainings from PaTTAN, and the local Intermediate Unit. Those resources provide consultation and trainings. Staff have access to a full range of ongoing professional development that targets data collections and analysis, alternative assessments, evidence based practices, differentiated instruction, co-teaching, autism, positive behavior support, progress monitoring, special education paraprofessional competencies, curricular adaptations and modifications, add writing legally defensible IEPs. The Seneca Highlands IU9 TaC team offers behavioral and autism consultants that assist SASD in creating programs for students with significant behavioral needs. The IU9 also offers an assistive technology (AT) coordinator that assesses student's technology needs to provide appropriate assistive technology support to our students which allows the student to participate with their general education peers.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.
   All students with an IEP have the opportunity to participate with nondisabled peers in extracurricular activities or other nonacademic activities. The Smethport Area School District utilizes Supplementary Aids services to ensure meaningful participation of students with disabilities in extracurricular activities by implementing the steps outlined in the Supplementary Aids and Services (SaS) Toolkit. The members of the student's IEP team begin the process by compiling information about the student and then develop a profile for the extracurricular activity. Next potential barriers are identified and lastly strategies and services are developed and implemented to eliminate those barriers. When considering SaS, the team explores options in the categories provided in the framework. This includes discussions about school personnel to support the student, the development and delivery of instruction, any needed adaptations or modification to the physical environment, and supports/services that are needed to increase appropriate behaviors. Examples are communication board, timers, and/or adult support.
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 IEP team discusses participation in regular education as much as possible which includes extracurricular activities and/or other nonacademic activities.
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 Smethport Area School District currently offers learning support, life skills, and emotional support classrooms district wide. Currently we have 2 students that are receiving an out of district placement due to the severity of the behavioral needs. Those two students are attending the IU9 partial program in a nearby district. Our district will continue to support ongoing professional development opportunities for staff in the areas of: supplementary aids and services, co-teaching strategies, universal design, accommodations and inclusive practices, creating inclusive classrooms, and classroom management.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
CIOP	Other	Licensed Public Academic	Seneca Highlands Iu9	Emotional Support	2

Positive Behavior Support

Date of Approval
2020-12-02

Uploaded Files
behavior policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   Our District is committed to supporting students with behavioral needs in the least restrictive environment. As part of that commitment, our staff members receive ongoing training that addresses positive behavior supports, de-escalation techniques, and school-based behavioral health.   The teaching of school-wide expectations is prevalent in the District. Teachers review the student handbooks on the onset of each year which focuses on appropriate behaviors and school rules. These rules and expectations are reinforced throughout the school year at all building levels. The Smethport Area School District implements a School-Wide Positive Behavior Intervention Supports (SWPBIS) at the elementary school.   Our staff members also make every effort to work closely with behavioral health agencies and parents to ensure continuity and fidelity of services. The District has three on-site Safety Care instructors who provide staff trainers related to de-escalation and emergency safety physical intervention techniques. The district also utilizes the behavioral consultant through the Seneca Highlands Intermediate Unit 9 for consultation and support.
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 Smethport Area School District has three on-site certified Safety Care trainers in order to ensure that staff members are equipped to manage crisis situations. The following staff are trained and certified in Safety Care: paraprofessionals, personal care aides, special education teachers, counselors, Special Education Secretary, Director of Special Education, and Elementary Principal. Two of our trainers are also trained in advanced safety care.
3. Describe the district positive school wide support programs.
   School Wide Positive Behavior Support programs exist for students to promote positive behaviors and improve school climate. Administration, teachers, guidance counselors, and staff continue to develop positive approaches to working with others and establishing positive interactions. Reinforcements are implemented. Lessons are taught to teach awareness and to promote appropriate behaviors.
4. Describe the district school-based behavior health services.
   The SASD also employs a social worker and school psychologist in addition to the guidance counselors. Our staff is trained to provide services to students to promote prosocial behavior and success in school. Our staff is utilized to meet with students to support the social and emotional development of students, which in turn has a positive impact on academic development and success. Our students have opportunities to learn new skills and behaviors through discussions of ideas, feelings, behaviors, attitudes, and opinions. The SASD also implement the Student Assistance Program (SAP) throughout the district. The SAP team consists of trained staff members who meet to discuss at risk students. SAP referrals are available at the school for staff, students, and parents to submit. If referrals are made, the SAP team collects pertinent information regarding the students and make appropriate recommendations to address the concern areas. Mental health and drug and alcohol counseling services are available to district students through a local mental health agency.

5. Describe the district restraint procedure.

The use of restraints is considered a measure of last resort, only to be used after less restrictive measures, including de-escalation techniques have been implemented. Restraints does not include briefly holding, without force, a student in order to calm or comfort him/her, guiding a student or holding a student's hand to safely escort him/her, hand over hand assistance with feeding and/or task completion, techniques prescribed a qualified medical professional for reasons of safety or therapeutic/medical treatment. Restraints are utilized when the student's behaviors are dangerous to self or others and when less restrictive measures were not successful. If a student's behavior is considered to be dangerous to self or others, the staff will immediately take action to protect all individuals involved. When a restraint is used it is by staff that is certified in Safety Care Techniques. After a restraint is utilized, the parent/guardian is notified and an IEP meeting is held within 10 school days unless the parent waives the meeting. At the IEP meeting, the student's IEP will be reviewed and the team will consider if the student needs a functional behavioral assessment, re-evaluation, a new or revision to the positive behavior support plan, or a change of placement to address the behavioral concern. The district also reports the restraint to the state.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Smethport Area School District ensures all students, including those that are hard to place or who have low incident disabilities, receive services promptly in the least restrictive environment. When there is a need, the district consults with the Seneca Highlands Intermediate Unit Nine Autism Consultant, Behavioral Specialist and outside agencies to receive additional supports and trainings to accommodate student needs. In addition, the district will make referrals to the McKean County Mental Health providers, collaborate with local wrap around agencies, and participate in interagency meetings. The district utilizes trained individuals and collaborates with outside agency supports to assure all individual providers are working consistently and collaboratively in the student's best interest. There are limited outside placement opportunities for Smethport Area School District students. Therefore, it is imperative to utilize outside agency supports and parent engagement to support students and families. Although interventions for some students are extremely comprehensive and complex, student success depends on everyone working together in the best interest of the student. All placements, including those in programs outside the district, are based on identified student needs.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Secondary	Full-time (1.0)	03/18/2022 03:10 PM

Building Name		
Smethport 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	15 to 19
Age Range Justification		**FTE %**
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Secondary	Full-time (1.0)	03/21/2022 09:07 AM

Building Name	
Smethport Area JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	14

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.28

Building Name		
Smethport Area 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	16 to 16
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Secondary	Full-time (1.0)	03/21/2022 09:08 AM

Building Name		
Smethport 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	12 to 14

Age Range Justification	FTE %
	0.2

Building Name		
Smethport Area 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
22	Secondary	Full-time (1.0)	09/15/2022 11:37 AM

Building Name		
Smethport 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%)		11
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	13 to 17
Age Range Justification		**FTE %**
The High School Life Skills class provides support to student in grades 7-12. The parents are informed in the IEP meeting that the age range may vary more than 4 years at the high school level. Their child's program and services outlined in the IEP will not be adversely affected. Instructional groupings are conducted within the age range requirements.		0.55

Building Name		
Smethport 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 14
Age Range Justification		**FTE %**
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Secondary	Full-time (1.0)	09/15/2022 11:38 AM

Building Name	
Smethport 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	13 to 17
Age Range Justification		**FTE %**
The High School Emotional Support class provides support to student in grades 7-12. The parents are informed in the IEP meeting that the age range may vary more than 4 years at the high school level. Their child's program and services outlined in the IEP will not be adversely affected. Instructional groupings are conducted within the age range requirements.		0.26

Building Name		
Smethport Area JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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
15	Multiple	Full-time (1.0)	09/15/2022 11:40 AM

Building Name
Smethport Area SD
Support Type
Speech And Language Support
Support Sub-Type

Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		24
Identify Classroom	**Classroom Location**	**Age Range**
School District	Multiple	5 to 13
Age Range Justification		**FTE %**
The Speech and Language teacher provides support to student in grades K-12. The parents are informed in the IEP meeting that the age range does not impact their child's program and services outlined in the IEP. Instructional groupings are conducted within the age range requirements.		0.37

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	09/15/2022 11:42 AM

Building Name		
Smethport Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
The Elementary Learning Support class provides support to student in grades K-3. The parents are informed in the IEP meeting that the age range may vary more than 3 years at the elementary level. Their child's program and services outlined in the IEP will not be adversely affected. Instructional groupings are conducted within the age range requirements.		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	09/15/2022 11:43 AM

Building Name	
Smethport Area El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	

Level of Support	Case Load
Itinerant (20% or Less)	12

Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13

Age Range Justification	FTE %
The Elementary Learning Support class provides support to student in grades 3-6. The parents are informed in the IEP meeting that the age range may vary more than 3 years at the elementary level. Their child's program and services outlined in the IEP will not be adversely affected. Instructional groupings are conducted within the age range requirements.	0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Elementary	Full-time (1.0)	09/15/2022 11:44 AM

Building Name
Smethport Area El Sch
Support Type
Emotional Support
Support Sub-Type

Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 11
Age Range Justification		**FTE %**
		0.06

Building Name		
Smethport 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%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
The Elementary Emotional Support class provides support to student in grades K-6. The parents are informed in the IEP meeting that the age range may vary more than 3 years at the elementary level. Their child's program and services outlined in the IEP will not be adversely affected. Instructional groupings are conducted within the age range requirements.		0.1

Building Name		
Smethport 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	8 to 9

Age Range Justification	FTE %
	0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Elementary	Full-time (1.0)	09/15/2022 11:45 AM

Building Name	
Smethport 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%)	7

Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12

Age Range Justification	FTE %
The Elementary Life Skills Support class provides support to student in grades K-6. The parents are informed in the IEP meeting that the age range may vary more than 3 years at the elementary level. Their child's program and services outlined in the IEP will not be adversely affected. Instructional groupings are conducted within the age range requirements	0.35

Special Education Facilities

Building Name		Room #	
Smethport Area El Sch		302	
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 36 feet, 0 inches	936sqft	33	
Implementation Date			
2022-04-06			
Uploaded Files			
elementary school.pdf			

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 #	
Smethport Area El Sch		204	
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 36 feet, 0 inches	936sqft	33	
Implementation Date			
2022-04-06			
Uploaded Files			
elementary school.pdf			

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 #	
Smethport Area El Sch		710	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
24 feet, 0 inches x 36 feet, 0 inches	864sqft	30	
Implementation Date			
2022-04-06			
Uploaded Files			
elementary school.pdf			

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 #	
Smethport Area El Sch		401	
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 36 feet, 0 inches	936sqft	33	
Implementation Date			
2022-04-06			
Uploaded Files			
elementary school.pdf			

4Assurance Check

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

Building Name		Room #	
Smethport Area El Sch		904	
School Building		**Building Description**	
Elementary		A building in which general education programs are operated	
Classroom Measurements	**Classroom Area Measurement**	**Max # of students in classroom**	
28 feet, 0 inches x 20 feet, 0 inches	560sqft	20	
Implementation Date			
2022-04-06			
Uploaded Files			

elementary school.pdf

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 #**
Smethport Area JSHS		119
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**
52 feet, 0 inches x 28 feet, 0 inches	1456sqft	52
Implementation Date		
2022-04-06		
Uploaded Files		
high school.pdf		

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 #	
Smethport Area JSHS		114	
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**	
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24	
Implementation Date			
2022-04-06			
Uploaded Files			
high school.pdf			

7Assurance Check

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

Building Name		Room #	
Smethport 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**	
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24	
Implementation Date			
2022-04-06			
Uploaded Files			

high school.pdf

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 #	
Smethport 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**	
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24	
Implementation Date			
2022-04-06			
Uploaded Files			
high school.pdf			

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

10Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	District Wide	District
Other	1	District Wide	District
Social Worker	1	District Wide	District
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Elementary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District
Paraprofessionals	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Training and consultation is provided for specific students based on referrals with parent consent from district administration. Services from the IU9 TaC staff have been provide to assist with identified needs for students with Autism Spectrum Disorders			
Lead Person/Position		**Year of Training**	
IU9 TaC Staff		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
as needed	on going	District Intermediate Unit	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Professional Learning Community: Participants network with fellow educators to continuously grow their toolkit to best serve students.			
Lead Person/Position		**Year of Training**	
IU9 TaC		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1 hour per month	1 time per month	Intermediate Unit	General Education Teachers Special Education Teachers

Description of Training			
Many Faces of Autism			
Lead Person/Position		**Year of Training**	
District Administration		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
National Autism Conference			
Lead Person/Position		**Year of Training**	
District Administration		yearly	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4 days	1 per year	PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care: Staff are trained to recognize behavioral triggers and signals as well as incident prevention. The main goal being to de-escalate students.			
Lead Person/Position		**Year of Training**	
Special Education Director		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6-12	1-2	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Progress Monitoring for Behavior: collecting and analyzing data to determine student progress toward attainment of measurable annual goals			
Lead Person/Position		**Year of Training**	
PaTTAN		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1 hour	1	PaTTAN	Special Education Teachers

Description of Training			
Threat Assessment			
Lead Person/Position		**Year of Training**	
IU9		2021/2022 ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Other

Description of Training			
Progress Monitoring for Behavior			
Lead Person/Position		**Year of Training**	
District Administration		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	PaTTAN	Special Education Teachers

Paraprofessional

Description of Training			
Classroom Management Course for Classroom Monitors			
Lead Person/Position		**Year of Training**	
IU9		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Intermediate Unit	Paraprofessionals

Description of Training			
Suicide Prevention			
Lead Person/Position		**Year of Training**	
Administrators		2021	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Epipen			
Lead Person/Position		**Year of Training**	
District Administration		2021	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
First aide/CPR			
Lead Person/Position		**Year of Training**	
District Administration			
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Other	Paraprofessionals

Description of Training	
Strategies for Inclusive Classrooms	
Lead Person/Position	**Year of Training**
District Administration	ongoing

Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Paraprofessionals

Description of Training			
Prioritizing Student and Staff Well-Being			
Lead Person/Position		**Year of Training**	
District Administration		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Other	Paraprofessionals Special Education Teachers

Description of Training			
What Kids are Reading (and not reading) in 2022			
Lead Person/Position		**Year of Training**	
District Administration		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
PSSA Testing			
Lead Person/Position		**Year of Training**	
District Administration		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Indicator 13 Compliance Module Series			
Lead Person/Position		**Year of Training**	
Special Education Director		2021-2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
varies	virtual	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Preparing for Cyclical Monitoring: A Focus on Secondary Transition Planning and IEP Development (Indicator 13)			
Lead Person/Position		**Year of Training**	
Special Education Director		2021-22	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
6	virtual	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Secondary Transition			
Lead Person/Position		**Year of Training**	
Special Education Director		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	2	Intermediate Unit PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
What Kids are Reading (and not reading) in 2022			
Lead Person/Position		**Year of Training**	
District Administration		2022	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Hard Words- Why aren't kids learning to read?			
Lead Person/Position		**Year of Training**	
District Administration		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	Other	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
IEPs for Students with Reading and Writing Disabilities			
Lead Person/Position		**Year of Training**	
District Administration		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	PaTTAN	Special Education Teachers

Description of Training			
Progress Monitoring for Writing			
Lead Person/Position		**Year of Training**	
Special Education Director		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	PaTTAN	Special Education Teachers

Description of Training			
Differentiated Instruction: Maximizing the Learning of All Students			
Lead Person/Position		**Year of Training**	
District Administration		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Other	General Education Teachers Special Education Teachers

Description of Training			
Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students			
Lead Person/Position		**Year of Training**	
District Administration		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Other	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Local Task Force			
Lead Person/Position		**Year of Training**	
IU9 TaC		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	5	Intermediate Unit	Parents

Description of Training			
Effectively Engaging Families			
Lead Person/Position		**Year of Training**	
PaTTAN		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
.25	1	PaTTAN	Parents

IEP Development

Description of Training			
IEPs: Developing High-Quality Individualized Education Programs			
Lead Person/Position		**Year of Training**	
Special Education Director		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Other	Special Education Teachers

Description of Training	
Evaluation Reports and IEP Present Levels	
Lead Person/Position	**Year of Training**
IU9 TaC	ongoing

Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training			
IEP Alignment and Best Practice Writing Review			
Lead Person/Position		Year of Training	
IU9 TaC		ongoing	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training			
IEP- Measurable Annual Goals			
Lead Person/Position		Year of Training	
IU9		ongoing	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Special Education Teachers

Description of Training			
IEP- Writing Measurable Annual Goals and Short Term Objectives (STO)			
Lead Person/Position		Year of Training	
IU9		ongoing	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Special Education Teachers

Description of Training
Writing IEP Present Levels

Lead Person/Position		Year of Training	
IU9		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	Intermediate Unit	Special Education Teachers

Description of Training			
The Essentials of IEP Writing			
Lead Person/Position		**Year of Training**	
District Administration		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	PaTTAN	Special Education Teachers

Description of Training			
IEP Specially Designed Instruction			
Lead Person/Position		**Year of Training**	
District Administration		ongoing	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	PaTTAN	Special Education Teachers

Signatures & Affirmations

Approval Date
2022-06-13

Uploaded Files
confirmation.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
Brice N. Benson
Date
2022-10-20