

Johnsonburg Area SD

Special Education Plan

05/01/2024 – 04/30/2027

Profile and Plan Essentials

LEA Name			AUN
Johnsonburg Area SD			109243503
Address 1			
315 High School Road			
Address 2			
City	State	Zip	
Johnsonburg	PA	15845	
Director of Special Education Name			
Kara Vollmer			
Director of Special Education Email			
kvollmer@johnsonburgasd.net			
Director of Special Education Phone Number	Director of Special Education Ext		
8149652556	3001		
Chief Administrator Name			
Dr. Karen Haberberger			
Chief Administrator Email			
khaberberger@johnsonburgasd.net			

Special Education Students

Total Number of Students Receiving Special Education 98

School District Total Student Enrollment 541

Percent of Students Receiving Special Education 18.1

Steering Committee

Name	Position/Role	Building	Email
Kara Vollmer	Director of Special Education	Johnsonburg Area SD	kvollmer@johnsonburgasd.net
Dr. Karen Haberberger	Superintendent	Johnsonburg Area SD	khaberberger@johnsonburgasd.net
Judy Allegretto	Building Principal	Johnsonburg Area El Sch	jallegetto@johnsonburgasd.net
Raymond Kelly	Building Principal	Johnsonburg Area HS	rkelly@johnsonburgasd.net
Elizabeth Thorwart	General Education Teacher	Johnsonburg Area El Sch	ethorwart@johnsonburgasd.net
Brae Holmberg	Special Education Teacher	Johnsonburg Area El Sch	bholmberg@johnsonburgasd.net
Seth Ziegler	General Education Teacher	Johnsonburg Area HS	sziegler@johnsonburgasd.net
Dawna Schneider	Special Education Teacher	Johnsonburg Area HS	dschneider@johnsonburgasd.net
David Allegretto	Board Member	Johnsonburg Area SD	dallegetto@johnsonburgasd.net
Gina Schreiber	Parent	Johnsonburg Area HS	gschreiber@johnsonburgasd.net
Rachel Osife	Parent	Johnsonburg Area El Sch	rosife@johnsonburgasd.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

The Johnsonburg Area School District currently has no children's institution within its borders. The district does understand that under Section 1306 of the School Code, the host school district is required to allow non-resident students in children's institutions, including detention homes, drug and alcohol treatment centers, and others, located within their borders, to attend the public schools of the host school district. If any 1306 facilities come within our school boundaries, the Johnsonburg Area School District would follow the same processes for our resident students. The Johnsonburg Area School District would also be responsible for communicating with the resident school district with respect to each individual student and their needs. In addition, the resident school district will be kept informed of its plan to educate each student. The Johnsonburg Area School District will maintain open lines of communication to regularly engage with the educational agency serving the student, ensuring that every student receives a Free Appropriate Public Education (FAPE), that Child Find obligations are upheld, and that identified students have access to a qualified special education teacher. Once students enroll in our district we would request records from their previous educational institution. We would meet as an IEP team to review and discuss the current IEP from the previous school. The team would determine the most appropriate services to meet the student's needs, make any necessary revisions to the existing IEP, and issue a NOREP to begin services. The practice of providing an education in the least restrictive environment would apply regardless of whether the student was a resident or 1306 student. The Johnsonburg Area School District would answer the guiding questions in section VII part A - Educational Placement of the IEP to ensure students are educated in the least restrictive environment.

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

The Johnsonburg Area School District works to coordinate with appropriate outside agencies to provide appropriate educational services for students. The Johnsonburg Area School District would also be responsible for communicating with the 1306 facilities with respect to each individual student and their needs. The Individualized Education Team, which includes appropriately certified staff, would meet to discuss each student's needs, programming, and goals while transitioning. The 1306 facilities would also be encouraged

to participate in IEP/team meetings and provide input for the student's IEP. Any training that may need to be provided to personnel would be provided through partnerships with the educating agency, PaTTAN, Seneca Highlands Intermediate Unit Nine, and/or other agencies available to meet the training needs of the appropriate personnel.

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).

The Johnsonburg Area School District does not have a prison within the district boundaries. The District does work closely with a neighboring district that does have a prison. The coordinator for the incarcerated youth program receives a weekly fax from the Deputy Warden of the facility. The fax lists all inmates 21 years of age or younger. The coordinator interviews each new inmate and explains his/her options for education. If the student is from the Johnsonburg Area School District, records are requested from the guidance department. If the student incarcerated has an IEP and therefore is in need of specially designed instruction, an IEP meeting is scheduled and the District is invited to participate as well as the student, parents, regular educator, special educator, and the host district LEA. The coordinator can also refer a student for an evaluation if it is believed that an inmate may be eligible for special education services. The neighboring district sends the Deputy Warden a copy of the District Annual Public Notice prior to the start of each school year. Notice of Parents Rights and a Public Notice of Educational Procedural Safeguards is also sent to every box holder in our district, as well as displayed on the district website, and in various locations within our community.

Least Restrictive Environment

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

The Johnsonburg Area School District is consistently above the state average in special education, inside the regular class, 80% or more of the school day. Least restrictive environment (LRE) is a guiding principle in the Individuals with Disabilities Education Act (IDEA). LRE plays a critical role in determining where students will spend their time in school and how special education services will be provided. Specifically, the LRE requirement within IDEA necessitates that students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate. Students should not be removed from the general education classroom unless learning cannot be achieved, even with supplementary aids and services. LRE is determined on a case-by-case basis during the development of a student's Individualized Education Program (IEP). During this process, the IEP team—a multidisciplinary group of professionals and the student's parents—discuss what individualized program of instruction and related services (also referred to as services and supports) the student requires based on the present levels of performance and areas of strengths and needs. These services and supports should enable the student to make progress toward meeting identified academic or functional annual goals, be involved and make progress in the general education curriculum, and participate in extracurricular (e.g., drama club) and other nonacademic (e.g., a school football game) activities, and take part in these activities with other students, both with and without disabilities. The term “environment” in the least restrictive environment can be interpreted to imply that LRE is a place or location. LRE does not merely refer to a particular setting. Rather, identifying the LRE involves making program decisions about what services and supports a student needs to be successful and where and how those services and supports can be provided effectively. The Johnsonburg Area School District emphasizes its commitment to offering education to our students within the least restrictive environment possible. It employs diverse co-teaching teams across the district, each with unique expertise in implementing, overseeing, and advancing co-teaching methods within their respective buildings. The district takes pride in fostering networking and communication among these individuals, aiming to enhance the professional practices of all involved. This comprehensive learning approach takes place in a variety of ways. The district further advances its application and development of Universal Design for Learning (UDL) through its previous grant sponsorship by PATTAN. The grant was designed to improve and optimize teaching and learning for students with disabilities receiving instruction in the general education classroom through the purposeful selection and implementation of universally designed resources, tools, and lesson delivery. Educators embracing a UDL mindset utilize design principles to ensure that learning is accessible and beneficial for all students. They are empowered to address learner variability, proactively identify and eliminate barriers in the learning environment, and offer flexibility throughout the learning process to ensure equitable access to rigorous learning objectives for all learners.

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?**

Our commitment at Johnsonburg is to ensure each student with an Individualized Education Program (IEP) is provided accommodations to address their academic and social/emotional needs in the least restrictive environment (LRE). Individualized Education Program (IEP) teams begin with the general education setting, using Supplementary Aids and Services, before considering a more restrictive environment. Successful inclusive education of students who have an IEP involves using appropriate supports and services necessary to participate in and benefit from both the general classroom setting and other natural environments. Inclusive education is intentional in its programming and views the individual student's needs from not simply an academic perspective but also a transitional, behavioral, and social/emotional perspective. General education teachers and special education teachers utilize the collaborative discussion framework as a joint and reflective professional development exercise. Together, they employ this tool to construct an instructional profile of the general education classroom, pinpointing the usage frequency of different instructional methods, materials, and assessment techniques. They delve into a thorough discussion on potential instructional and curricular obstacles to learning and engagement for all students, including those with disabilities. Subsequently, they identify strategies aimed at mitigating these barriers and enhancing the learning and participation of diverse students. Specific strategies are then implemented in classrooms, and data is gathered to evaluate their effectiveness. The Johnsonburg Area School District employs universal practices to steer collaborative planning among special and general education teacher partners, as well as among special educators collaborating with grade-level or department teams. These practices involve identifying strategies aimed at enhancing instructional access. They also incorporate existing teaming structures, regular reflection sessions, and the exchange of instructional strategies that promote access to instruction for all students.
3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

The Johnsonburg Area School District maintains a collaborative partnership with the Seneca Highlands Intermediate Unit Nine (IU9). The curriculum, technology, and training/consultation personnel from IU9 consistently offer support to the district staff through ongoing consultations and training sessions. Throughout the school year, IU9 provides training sessions, and it also organizes a summer training series to which teachers are invited. The training topics are tailored to address the specific needs of the school districts. Additionally, IU9 regularly disseminates up-to-date information, including details about training opportunities and grants available through PATAN. The Trainers and Consultants (TaC) from IU9 are frequently engaged to assist teachers and students, ensuring that students with disabilities actively and effectively participate in the general education curriculum.

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

The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers and enable their access to the general curriculum. To that end, supplementary aids and services include modifications to the general curriculum, and a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. This same approach is utilized to provide students within the Johnsonburg Area School District meaningful participation opportunities for students with disabilities in the extracurricular activities that the district provides.

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?**

Currently, there are three students from the Johnsonburg Area School District with disabilities who have been placed in private institutions outside of the school district to be educated. Students who receive placements outside of the district require support that can not be offered at the district level. The need for more intensive services, primarily Emotional Support services, drives these specific student placements. These placements are reviewed by the IEP team and each student's individual needs are considered before the placement begins. An evaluation is conducted, and an IEP team meeting is held to designate specially designed instruction needs. Once the students have shown growth and progress, JASD works closely with the parents, collaborating agencies, and private schools to transition the students back to the home school building at JASD. These transitions are supported and monitored to ensure the student continues to receive support and is successful throughout the process. Students attending approved private and other private institutions are offered the opportunity to participate in any and all extracurricular activities offered to nondisabled children in the school district. The district is willing and able to provide transportation to align with the extracurricular activities and will also provide any additional accommodations, modifications, supports, and services to these students as agreed upon by the IEP team to meaningfully participate with non-disabled children. In addition, students and families are invited to attend all social events that are school-related activities, such as dances and clubs. The district will arrange transportation and will also provide any additional accommodations, modifications, supports, and services to these students as agreed upon by the IEP team to meaningfully participate with non-disabled children.

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)**

Currently, the district provides a full capacity of services and programming across the district for our student's specific needs. A continuum of services exists for all current district needs. Potentially the expansion of a full-time emotional support program may help the district service our full-time emotional support students within the district. At this time, the number of students provided with educational services outside of the district is minimal.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Achievement Center South	Other	Full Time Emotional Support - IU9 Classroom	Seneca Highlands Intermediate Unit Nine	Emotional Support	3

Positive Behavior Support

Date of Approval

2022-12-01

Uploaded Files

Policy 113.2.pdf

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

The Johnsonburg Area School District is committed to supporting students with emotional and social needs in the least restrictive setting. The student risk screening scale is utilized within the building. The district utilizes School-Wide Positive Behavior Supports Tier I Framework with Tier II Interventions from Pre-K to 6th grade. The SWPBS team meets monthly to assess data and identify student-specific needs. The Johnsonburg Area School District provides emotional support services in the elementary and secondary school buildings. This program enables students, requiring emotional support, a way to receive specially designed instruction in the home school versus having to travel to placements and classrooms outside of the district.

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.

All Johnsonburg Area School District staff members are aware of the goals, process, and measures in regards to the district's positive behavior supports. Professional development is provided to orient all school personnel specially in four core practices. The four core practices consist of teaching school-wide expectations, acknowledging appropriate behavior, correcting errors, and requesting assistance. The Seneca Highlands Intermediate Unit Nine Behavior TaC staff assists the Positive Behavior Support Team, Emotional Support teachers, and paraeducators, as needed, and consults on students' needs as well.

3. Describe the district positive school wide support programs.

The Johnsonburg Area School District utilizes a School Wide Positive Behavior Interventions and Supports (PBIS) program. The district's program is a proactive, multi-tiered approach to discipline that promotes appropriate student behavior and increases learning. The district approaches the behavioral needs of students by providing direction and a decision-making framework for developing a comprehensive system of behavior support tailored to individual program and school needs. The system is an evidence based, systems approach for establishing the social culture needed for our schools to be an effective learning environment for all students. Positive Behavior Interventions and Supports eliminates barriers to learning, creates and maintains a safe and effective learning environment in schools, and ensures that all students have the social and emotional skills needed to succeed in school and beyond. Positive Behavior Interventions and Supports helps our school teach students expected behaviors and social skills, creates student behavioral health and academic support systems, and applies data-based decision-making to discipline, academics, and social/emotional learning. Positive Behavior Interventions and Supports uses the three-tiered approach of universal interventions (for all students and settings), secondary interventions (for students who are at-risk), and tertiary interventions (for individual students needing specialized assistance). The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of supports to all students in a school based on preventative practices which emphasize teaching and reinforcing expected student behaviors. As part of the incorporation of the School-Wide Positive Behavior Support framework, the Johnsonburg Area School District utilizes the RAM Rules. R - Respect A - Act Responsibly M - Make Learning Happen S - Simply Be Nice Students are encouraged and recognized throughout the school year for displaying good character (being respectful, responsible, caring, fair, trustworthy, and good citizens). Students who display such character and follow the RAMS rules (Respect, Act Responsibly, Make Learning Happen, and Simply Be Nice) will have the opportunity to earn a principal reward to acknowledge their efforts. In addition to the Principals 100 Club, Student of the Month rewards are utilized as well as Positive Post Cards being sent home in the mail to recognize students' positive behavioral efforts. Tier two (secondary) provides targeted interventions to support students classified as "at risk," who require more intervention than is typically provided within tier one universal support. Specifically within the Johnsonburg Area School District PBS Team Meetings are held to discuss current SWIS data in regards to focus areas within the school setting and specific student needs. Check In/Check Out, LIFE Program referral, HOPE Program referral, Individual Counseling, Individual Student behavior plans, student concerns meetings, are examples of targeted interventions utilized within the tier. Supports offered in Tier Three (tertiary) require the most intensive level of intervention for students with the most significant behavioral/emotional support needs. These include beginning the referral process to appropriate school based programs, mental health referral, or referral to the special education evaluation process.

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

The Johnsonburg Area School District offers a wide variety of school-based behavior health services for our students. Our Community and School-based Behavioral Health Services (CSBBH) program offers services to students who have serious emotional or behavioral problems that affect how they function at school, at home, or in the community. Providers work closely with the students and families to develop problem-solving skills, resilience, social and emotional learning skills, and self-regulation, as well as positive connections with adults in the school. The Helping Our Pupils Excel (HOPE) program offers outpatient therapy sessions within the school for students exhibiting symptoms related to ADHD, depression/anxiety, trauma, self-injury, suicidal/homicidal feelings, or anger/aggression. Specialists from the Dickinson Center provide all therapies. Our Living in Family Environment (LIFE) program is a school-based prevention program that provides support to elementary students and their families who may be struggling with behavioral, social-emotional, or academic issues. Referred families will be contacted by a LIFE program caseworker from the Dickinson Center, who will help develop family-centric goals to address specific student needs. Our resident mental health specialist offers a variety of services to students within our district, including therapeutic treatments for anxiety or depression, issues with executive functioning, reintroduction into a classroom environment, emotional issues, trauma, self-injury, anger, or suicidal/homicidal feelings. The mental health specialist also offers brief, on-the-spot interventions for students struggling to attend class instruction. The Student Assistance Program (SAP) is a school-based prevention program that provides services to students experiencing barriers to their academic success. Barriers may include a change in family structure, changes in friend groups, anxiety, irritability, and depression; failure or a sudden drop in their grades; grief and loss; or substance abuse. JASD partners with the Dickinson Center and Alcohol and Drug Abuse Services of Elk County to provide supportive counseling services to students and connect students and families with further support as needed.

5. Describe the district restraint procedure.

The Johnsonburg Area School District utilizes Safety Care, QBS Inc. in regards to the district restraint procedure. Safety Care is designed to guide safe and therapeutic interactions between students and teachers working in an educational setting. It is a competency-based behavioral safety training program based on principles of applied behavior analysis and focuses on training reinforcement-based strategies while teaching district staff to proactively and positively engage students in behaviors that are incompatible with anger and aggression. Safety-Care training teaches procedures and strategies to prevent and safely manage behavioral challenges while maintaining the students' respect and dignity. The district maintains a certified Safety Care trainer, one of which holds a School Age Children Skills Module and Blocking Pad training. Trainers are recertified yearly through a partnership with the Seneca Highlands Intermediate Unit Nine. This partnership enables district trainers to certify and recertify staff in need of de-escalation techniques, as well as safe restraint procedures. These restrain procedures are only utilized when a student is in danger of harming themselves or others.

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.

At this time there are no current concerns in regards to students who are placed on "Instruction Conducted in the Home". The Johnsonburg Area School District has not had to utilize this option for any student for the past or current school year due to providing online options that became available during and following the COVID-19 school closure in March of 2020. Alternative methods have been found to educate and provide students with special education supports who are at substantial risk of waiting more than 30 days for an appropriate educational placement. When Instruction In The Home was needed in the past, the district advertised internally for appropriately certified staff to deliver instruction in the home setting. All students with disabilities who use an online option are provided with special education supports in that platform equivalent to those that would be provided in the brick and mortar, in-person learning setting.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SC219	Secondary	Full-time (1.0)	03/06/2024 09:50 PM

Building Name		
Johnsonburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.18

Building Name		
Johnsonburg Area HS		
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	13 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Johnsonburg Area HS		
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	Secondary	13 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AF213	Elementary	Full-time (1.0)	03/06/2024 09:25 PM

Building Name			
Johnsonburg 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%)			3
Identify Classroom		Classroom Location	Age Range
School District		Elementary	7 to 11
Age Range Justification			FTE %
Students will be placed in age appropriate groupings, and any students outside the age requirements will be addressed in their IEP.			0.15

Building Name		
Johnsonburg Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Johnsonburg Area El Sch		
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	7 to 8
Age Range Justification		FTE %
		0.02

Building Name		
Johnsonburg 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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.05

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DS123	Secondary	Full-time (1.0)	03/06/2024 10:07 PM

Building Name			
Johnsonburg Area HS			
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			Age Range
School District			16 to 22
Age Range Justification			FTE %
Students will be placed in age appropriate groupings, and any students outside the age requirements will be addressed in their IEP.			0.07

Building Name		
Johnsonburg Area HS		
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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Johnsonburg Area HS		
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	13 to 15
Age Range Justification		FTE %
		0.1

Building Name		
Johnsonburg Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		
Supplemental (Less Than 80% but More Than 20%)		
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
Students will be placed in age appropriate groupings, and any students outside the age requirements will be addressed in their IEP.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KT-Hearing	Elementary	Full-time (1.0)	02/19/2024 06:59 PM

Building Name			
Johnsonburg Area El Sch			
Support Type			
Deaf And Hearing Impaired Support			
Support Sub-Type			
Deaf And Hearing Impaired Support			
Level of Support		Case Load	
Itinerant (20% or Less)		2	
Identify Classroom	Classroom Location	Age Range	
Intermediate Unit	Elementary	8 to 11	
Age Range Justification		FTE %	
		0.04	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MB216	Secondary	Full-time (1.0)	03/06/2024 09:39 PM

Building Name			
Johnsonburg Area HS			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support			Case Load
Itinerant (20% or Less)			4
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 13	
Age Range Justification			FTE %
			0.08

Building Name			
Johnsonburg Area HS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support			Case Load
Itinerant (20% or Less)			2
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 13	
Age Range Justification			FTE %
			0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TL142	Elementary	Full-time (1.0)	03/06/2024 09:30 PM

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

Building Name			
Johnsonburg Area El Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support		Case Load	
Itinerant (20% or Less)		2	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	10 to 12	
Age Range Justification		FTE %	
		0.04	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LA145/210	Multiple	Full-time (1.0)	03/06/2024 10:03 PM

Building Name			
Johnsonburg Area El Sch			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			
Itinerant (20% or Less)			
Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 12
Age Range Justification			FTE %
Students receiving speech/language support with are scheduled with same age/grade peers or receive individual sessions.			0.32

Building Name			
Johnsonburg Area HS			
Support Type			
Speech And Language Support			
Support Sub-Type			
Speech And Language Support			
Level of Support			Case Load
Itinerant (20% or Less)			1
Identify Classroom		Classroom Location	Age Range
School District		Secondary	12 to 13
Age Range Justification			FTE %
			0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AM146	Elementary	Full-time (1.0)	03/06/2024 09:36 PM

Building Name			
Johnsonburg Area El Sch			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support		Case Load	
Itinerant (20% or Less)		2	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 10	
Age Range Justification		FTE %	
		0.04	

Building Name			
Johnsonburg Area El Sch			
Support Type			
Learning Support			
Support Sub-Type			
Learning Support			
Level of Support		Case Load	
Itinerant (20% or Less)		7	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 10	
Age Range Justification		FTE %	
		0.14	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KL119	Secondary	Full-time (1.0)	03/06/2024 09:54 PM

Building Name			
Johnsonburg Area HS			
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	16 to 18	
Age Range Justification		FTE %	
		0.2	

Building Name			
Johnsonburg Area HS			
Support Type			
Emotional Support			
Support Sub-Type			
Emotional Support			
Level of Support		Case Load	
Itinerant (20% or Less)		2	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	16 to 18	
Age Range Justification		FTE %	
		0.04	

Building Name		
Johnsonburg Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BH216	Elementary	Full-time (1.0)	03/06/2024 06:57 PM

Building Name			
Johnsonburg Area El Sch			
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	5 to 6	
Age Range Justification		FTE %	
		0.02	

Building Name			
Johnsonburg 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 8	
Age Range Justification		FTE %	
		0.1	

Building Name			
Johnsonburg 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%)		1	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	6 to 7	
Age Range Justification		FTE %	
		0.05	

Special Education Facilities

Building Name		Room #
Johnsonburg Area El Sch		213
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, 10 inches x 34 feet, 11 inches	1041sqft	37
Implementation Date		
2024-03-06		
Uploaded Files		

1 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 #
Johnsonburg Area HS		219
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 7 inches x 32 feet, 5 inches	861 sqft	30
Implementation Date		
2024-03-06		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Johnsonburg Area El Sch		216
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, 10 inches x 34 feet, 11 inches	1041 sqft	37
Implementation Date		
2024-03-06		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Johnsonburg Area HS		119
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 6 inches x 25 feet, 11 inches	686sqft	24
Implementation Date		
2024-03-06		
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 #
Johnsonburg Area HS		216
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 2 inches x 25 feet, 1 inches	656sqft	23
Implementation Date		
2024-03-06		
Uploaded Files		

5Assurance Check

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

Building Name		Room #
Johnsonburg Area El Sch		142
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, 10 inches x 34 feet, 11 inches	1041sqft	37
Implementation Date		
2024-03-06		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Johnsonburg Area El Sch		145
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, 10 inches x 34 feet, 11 inches	1041 sqft	37
Implementation Date		
2024-03-06		
Uploaded Files		

7 Assurance Check

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

Building Name		Room #
Johnsonburg Area HS		210
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, 4 inches x 11 feet, 4 inches	264sqft	9
Implementation Date		
2024-03-06		
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 #
Johnsonburg Area HS		123
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, 1 inches x 32 feet, 8 inches	819sqft	29
Implementation Date		
2024-03-06		
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 #
Johnsonburg Area El Sch		146
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, 10 inches x 34 feet, 11 inches	1041sqft	37
Implementation Date		
2024-03-06		
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.		No

Special Education Support Services

11 Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	4	Elementary	District
Paraprofessionals	3	Secondary	District
School Psychologist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	1	Secondary	District
Social Worker	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Behavior Specialist	3	Elementary	Contractor
Behavior Specialist	3	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
The Johnsonburg Area School District faculty and staff working with students with Autism Spectrum Disorders (ASD) will receive on-going consultation and training in order to understand the characteristics of students diagnosed with ASD, as well as develop an understanding and effectiveness of research-based and effective strategies that will allow identified students to be successfully included within the least restrictive environment (LRE).			
Lead Person/Position		Year of Training	
Kara Vollmer, Special Education Supervisor		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Verbal Behavior Program Training			
Lead Person/Position		Year of Training	
Kara Vollmer, Supervisor of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Intermediate Unit PATTAN	Parents Paraprofessionals Special Education Teacher

Positive Behavior Support

Description of Training			
In order to support students with a full range of positive behavior support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies, staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors. In order to address those needs, all special education employees from Johnsonburg Area School District are certified as Safety Care Specialists within their first year of employment. Furthermore, the district has identified a selected staff member be trained as a Safety Care Trainer. This individual provides ongoing recertification to district staff members on a rotating basis, including both general and special education teachers as well as paraeducators. The district is also committed to providing recertification opportunities to the safety care specialists.			
Lead Person/Position		Year of Training	
Kara Vollmer, Special Education Supervisor		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Paraprofessional will receive the mandated 20 hours of professional development per year. Trainings provide practical information regarding educational methods and resources to special education paraprofessionals working with students in a variety of educational settings. These sessions will assist special education paraprofessionals to gain knowledge related to the standards listed in the Pennsylvania Credential of Competency Checklist and obtain in-service training hours required by Pennsylvania regulations.			
Lead Person/Position	Year of Training		
Kara Vollmer, Supervisor of Special Education	2024		
	2025		
	2026		
	2027		
Hours Per Training	Number of Sessions	Provider	Audience
6	5	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training

The Johnsonburg Area School District is committed to providing transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.

Lead Person/Position		Year of Training	
Kara Vollmer, Supervisor of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training

Our district coordinates with the Seneca Highlands Intermediate Unit Nine Transition Consultant to provide State Performance Indicator 13 individual training with our secondary special education staff. In order to further support high quality transition plans as part of the IEP process, successful completion of Preparing for Cyclical Monitoring: A Focus on Secondary Transition Planning and IEP Development Training (Indicator 13) with secondary staff will be implemented for professional development.

Lead Person/Position		Year of Training	
Kara Vollmer, Supervisor of Special Education		2024 2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
Hard Words - Why aren't kids learning to read? Scientific research has shown how children learn to read and how they should be taught. But many educators don't know the science and, in some cases, actively resist it. As a result, millions of kids are being set up to fail.			
Lead Person/Position	Year of Training		
Kara Vollmer, Supervisor of Special Education	2024		
	2025		
	2026		
	2027		
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PATTAN	Special Education Teachers

Description of Training			
PA Science of Reading Course - The course fulfills the four required components for Structured Literacy PD: 1. Evidence-based intervention practices on structured literacy 2. Explicit and systematic instruction in phonological and phonemic awareness 3. The alphabetic principle, decoding and encoding, fluency, and vocabulary 4. Reading comprehension and building content knowledge			
Lead Person/Position	Year of Training		
Kara Vollmer, Supervisor of Special Education	2024		
	2025		
	2026		
	2027		
Hours Per Training	Number of Sessions	Provider	Audience
10	1	PATTAN	Special Education Teachers

Parent Training

Description of Training			
Overview of Special Education In Pennsylvania			
Lead Person/Position		Year of Training	
Kara Vollmer, Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit PaTTAN	Parents

Description of Training			
Local Task Force Meetings - The Local Task Force (LTF) is a parent support group for parents who have a child with a disability. It is an organization dedicated to obtaining information and sharing of ideas, as it relates to special education initiatives that are happening within the local and state level.			
Lead Person/Position		Year of Training	
Kara Vollmer, Supervisor of Special Education		2024	
		2025	
		2026	
		2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Parents

IEP Development

Description of Training			
Evaluation Reports and IEP Present Levels			
Lead Person/Position	Year of Training		
Kara Vollmer, Supervisor of Special Education	2024		
	2025		
	2026		
	2027		
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Intermediate Unit	Special Education Teachers

Description of Training			
The Essentials of IEP Writing			
Lead Person/Position	Year of Training		
Kara Vollmer, Supervisor of Special Education	2024		
	2025		
	2026		
	2027		
Hours Per Training	Number of Sessions	Provider	Audience
7	1	PaTTAN	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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

Karen L. Haberberger

Date