



Pine Grove Area School District

Special Education Plan

2021-2024

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 263

School District Total Student Enrollment 1600

Percent of Students Receiving Special Education 16.4

Steering Committee

Name	Position/Role	Building	Email
Jill Hlavaty	Director of Special Education	Pine Grove Area SD	jhlavaty@pgasd.com
Heath Renninger	Superintendent	Pine Grove Area SD	hrenninger@pgasd.com
Vince Hoover	Director of Curriculum	Pine Grove Area SD	vhoover@pgasd.com
David Lukasewicz	Board Member	Pine Grove Area SD	dlukasewicz@pgasd.com
Courtney Boone	Special Education Teacher	Pine Grove El Sch	cboone@pgasd.com
Malarie Munden	Special Education Teacher	Pine Grove Area HS	mmunden@pgasd.com
Amy Harrison	Special Education Teacher	Pine Grove Area MS	aharrison@pgasd.com
Melissa Mekosh	Building Principal	Pine Grove Area MS	mmekosh@pgasd.com
Jessica Lyons	Parent	Pine Grove Area MS	jlyons@pgasd.com
Ronald Stump Jr.	General Education Teacher	Pine Grove Area MS	rstump@pgasd.com
Jennifer Heming	General Education Teacher	Pine Grove Area HS	jheming@pgasd.com
Brittany Shelton	General Education Teacher	Pine Grove Area HS	bzuver@pgasd.com
Amanda Kenneff	General Education Teacher	Pine Grove Area MS	akenneff@pgasd.com

School District Areas of Improvement and Planning – Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method: Identify the District's method for identifying students with specific learning disabilities
Discrepancy Model

Significant Disproportionality - Placement

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Discipline

District Not Flagged for Significant Disproportionality in this area.

Significant Disproportionality - Identification

District Not Flagged for Significant Disproportionality in this area.

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility? No
2. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

There is currently not a facility within the Pine Grove Area School District which would require the school district to host 1306 students. If in the future a facility would open, as per PA School Code, a nonresident student residing in such a facility may attend in the district until the student receives a diploma or completes the term in which they turn 21. The district is responsible for providing an educational program and ensuring FAPE, to include Child Find activities in addition to evaluation and provision of services outlined within an IEP or 504 Plan. The district does not anticipate any barriers to provide an appropriate special education program in the least restrictive environment to those students. After receiving an IEP or 504 Plan from the sending school/agency, Pine Grove Area School District (PGASD) will provide a program comparable to the program the student received in the sending school district. The IEP or 504 plan will be reviewed and revised as necessary. For a student receiving special education services, whenever additional information is necessary, PGASD will reevaluate the student and then proceed to develop a new IEP based upon the information contained in the new Reevaluation Report. All students receiving services in PGASD receive them from a certified special education teacher.

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

In addition to welcoming activities for all students who begin attending Pine Grove Area School District (PGASD), such as a tour of the building and student guides for a few days, after receiving an IEP from the sending school/agency, PGASD will provide a program comparable to the program the student received in the sending school district. Whenever additional information is necessary, PGASD will do one or more of the following: reach out to the sending district, guardian, or 1306 facility; hold an IEP meeting; reevaluate the student and develop a new IEP based upon the information contained in the new Reevaluation Report. PGASD would coordinate with the district of residence (LEA) regarding the education provided and also keep the LEA informed with regard to the student's educational programming and student's progress. The Reevaluation Report and IEP are shared between PGASD and the LEA. Pine Grove Area School District has been very successful in working with agencies, as necessary, to provide appropriate services to students. Again, the district does not anticipate any barriers to meet our obligation under section 1306 of the Public Code.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
No
2. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE). *Not required to answer if above answer is "no."*

Least Restrictive Environment

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

The district should look to maintain current trends in inclusion in the regular education class and school building and look to surpass the state average.

Comparison of LEA and State Average
2020-2021 Special Education Data Report:

Regular Class 80% or More of the school day
Pine Grove Area SD 19-20: 60.9% 20-21: 66.5%
State Average 19-20: 20-21: 62.1%
Difference--Higher than State Average by 20-21: 4.4%.

PGASD continually looks to increase the inclusion of students with disabilities in the regular education classroom. This data shows that PGASD has students included for more of the school day at a higher percentage than the state average. Data also shows that in 20-21 a larger percentage of students were included for more of the school day than in the 19-20 school year, thus demonstrating the district's commitment to inclusion of students with disabilities.

SE Regular Class Less than 40%
PGASD 19-20: 7.4% 20-21: 5.9%
State Average 9.8%
Difference-- 3.9% Lower than the State Average

This indicates that PGASD includes students for more of the school day at a higher percentage than the state average. Data also shows a lower percentage of students included 40% or less in 20-21 as compared to 19-20 indicating an increase in inclusion in the regular education classroom.

SE in Other Settings
PGASD 19-20: 4.8% 20-21: 0%
State Average 4.7%
Difference--Lower than the State Average

This indicates that PGASD maintains the education of students within the regular school building at a percentage that is much higher than the state average and a decrease in students in other settings from the 19-20 school year when compared to the 20-21 school year.

When looking at the percentages in all three of these categories above, the data indicates that the district includes students in the regular education setting and in the regular school building above the State Average. The data, when comparing the 19-20 school year to the 20-21 school year, indicates that the district has increased inclusion in the regular education classroom and in the regular school building. Therefore, the district should look to maintain these current trends while continuing to work toward even higher rates of inclusion.

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?

Data Informed Decisions

The Pine Grove Area School District uses the data from various sources such as course grades, state and local tests, benchmark data, progress monitoring, individual student PBIS data, data from regular education interventions (i.e. tiered instruction in reading, SEL interventions), etc. to determine the needs of a student in terms of both the educational setting as well as accommodations within the educational setting. The student is moved to a more restrictive setting only after data from intensive interventions in the regular education classroom shows that the student is not benefitting from instruction in the inclusive setting.

Access to Regular Education Supports and Services: Tiered Interventions and Flexible Grouping

PGASD continues to look to grow tiered interventions as well as flexible grouping, especially at the elementary level, for all students. While there has been focus and continued growth in the area of academic interventions, there has also been additional supports and tiered interventions added for students who require social emotional supports as well.

Integration with Accommodations

The Pine Grove Area School district attempts to ensure, to the maximum extent possible, all children with disabilities are integrated with their nondisabled peers. The IEP team always considers whether time in the regular class can be increased with the use of accommodations. The district does not choose from a menu of accommodations but rather considers the hurdles preventing inclusion and working as a team to minimize or overcome those hurdles with appropriate accommodations if possible. The team considers the strengths of the student as well as the resources available in the district or resources the district could acquire to assist the student in finding success in the regular education setting.

Co-Teaching and Paraprofessional Support

Special education teachers co-teach in the regular education classroom whenever and wherever possible. This benefits not only the special education students in the classroom but the regular education students as well. All students benefit from the additional support and it serves to educate our students with their peers, participate in the general curriculum and boost their self-confidence as well.

Paraprofessionals also support in the regular education classroom. This may be for a specific student, but most often, paraprofessionals assist in supporting any students in the classroom. Like the co-taught setting, this benefits both students within the special education program as well as regular education 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.

Pine Grove Area School District continually assesses the needs in regards to programming as well as training when considering successful inclusion of students with disabilities.

Collaboration

The district has established a team of curriculum facilitators that meet regularly with departments and then as a team of facilitators. In department meetings, staff have the opportunity to share strategies or seek support. Facilitators share and collect information relative to training. During facilitator meetings, requests for specific areas of training are shared with district administration.

At the middle school level, the schedule allows for grade level teams to meet and discuss individual student needs and collaborate to determine what interventions may be necessary for success in the general education setting and curriculum.

At the elementary level, PLC meetings occur regularly to collaborate on topics such as student concerns, successes, interventions, and referrals for additional services. Additionally, each marking period there is a 90-minute block of training scheduled on various topics which is conducted by grade level.

Training: Regular Education Staff

Regular education staff receive support and training from district special education staff. They have the opportunity to collaborate with special education case managers as well as the Director of Special Education and related service providers (i.e. Occupational Therapist, Speech Therapist). The district also supports staff seeking training on topics at an individual level provided by PATTAN, Schuylkill IU #29, other training providers, as well as college courses. Typically, the most training is acquired through the collaboration of the regular education teacher and special education teacher when working together to ensure the success of students in the general education setting and the provision of IEP accommodations.

Training: Special Education Staff

Training and support is most often provided by colleagues, the Director of Special Education, Schuylkill IU #29 and PATTAN. A number of special education staff also take advantage of the funds provided by the district to seek other trainings or take college courses. Most recent trainings provided to special education staff have included topics such as literacy, SEL, de-escalation and restraint training, and verbal behavior.

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

A number of students with disabilities participate in extracurricular activities. When an IEP meeting is held for students who choose to participate in such activities, any supplementary aids and services required for the student to participate are discussed. As an IEP team, members will collaborate to determine what supports may be necessary for a student to participate. This team may include coaches or activity leaders who may participate in the IEP team meeting, or the case manager will work with the special education office staff to ensure coaches or activity leaders are aware of the supports necessary for participation. The team will then work together to put those supports in place so the student is able to successfully participate in the activities in which they choose. Because each student's needs are different and the activities in which one might choose to participate will vary, the supplementary aides and services are determined on an individual basis based on these factors. There is no menu from which to choose and successful inclusion will sometimes require a greater extent of creativity and problem solving on the part of the IEP team.

One specific addition to our school this year was the installation of a communication board on the elementary school playground. This communication board includes pictures that students can use who have difficulty communicating verbally. This communication board can be used during the school day or while using the school playground outside of school hours.

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

Students who leave the regular school building to attend a private institution and are involved in extracurricular activities can continue to participate in extracurricular activities. Those conversations occur at the IEP meeting when the student transitions from the regular school building to the private institution. Any special accommodations that need to be implemented in order for the student to continue to participate can be discussed at this time.

Students who are attending a private institution and wish to begin participating in extracurricular activities are able to do so as well. As the IEP discusses a child's strengths and interests at an IEP meeting, sometimes the LEA will suggest participation in available extracurricular activities that might be appropriate. Sometimes the parent/guardian or student may inquire about participation. In either case, the team will then discuss the process by which students are able to join in such activities and any special accommodations that may be necessary in order for the student to successfully participate.

In addition to discussions at IEP meetings, activities offered within the school district are shared on the district's website. The public is able to access the listing of opportunities. Parents/Guardians and/or students are able to review this list and inquire about the various activities if the student is interested in participating.

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)

Pine Grove Area School District strives to educate all students in the regular school building. In supporting this goal, the district has recently added an Autistic Support classroom in the elementary school building and is currently planning to expand Autistic Support Services K-12. In looking at the data for PGASD, this is one of the most prevalent disabilities particularly in the elementary building.

Additionally, PGASD has had an increase in the number of students requiring counseling or increased therapeutic services during their school day resulting in an increase in the consideration of out-of-district placement options for students. The district, in response, has increased the number of school counselors and social workers. The district also acquired CSBBH services to further support students.

The district will continue to monitor the trends in disability prevalence in the district to ensure services throughout the district are adequate. In addition to disability prevalence, monitoring of student success will also indicate whether there is adequate support for students.

The district also continually reviews the progress of students attending out-of-district placements to determine whether the student is ready for a plan to transition back to the regular school building. The additional services mentioned above along with some additional changes to the way the district handles the transition back to the regular school building (increasing the level of support upon return to the building and then slowly taking the support away as the student no longer requires it) should set the student up for greater success than in the past. The intent is that the student will transition back to the regular school building, be successful, and maintain the ability to be successful in the regular school building.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Maple Avenue Campus	Other	Other Public Facility-Non-Residential	Schuylkill IU 29	Life Skills Support	3
Maple Avenue Campus	Other	Other Public Facility-Non-Residential	Schuylkill IU 29	Emotional Support	1
Maple Avenue Campus	Other	Other Public Facility-Non-Residential	Schuylkill IU 29	Multiple Disabilities Support	1
Schuylkill Learning Academy	Other	Other Public Facility-Non-Residential	Schuylkill IU 29	Learning Support	1
Shenandoah Valley Elementary School	Other	Regular School Building	Shenandoah Valley School District	Deaf and Hard of Hearing Support	1
Willow Academy	Other	Other Non-Residential Private Facility	Behavioral Health Associates	Emotional Support	5
Willow Academy	Other	Other Non-Residential Private Facility	Behavioral Health Associates	Learning Support	1
ISST	Other	Other Non-Residential Private Facility	Behavioral Health Associates	Emotional Support	1
Yellow Breeches-Fishing Creek	Licensed Private Academic	Other Non-Residential Private Facility	Yellow Breeches	Emotional Support	7
New Story-New Cumberland	Licensed Private Academic	Other Non-Residential Private Facility	New Story	Autistic Support	1

Positive Behavior Support

Date of Approval
2021-04-15

Uploaded Files
Policy 113 Behavior Support.doc

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

Utilization of School Staff for All Students:

In all buildings, students are able to access the school counselors as necessary to address social emotional needs. At times, other school staff may refer students to school counselors if they have concerns about students.

The middle school conducts mixed grade level groups which address a variety of SEL topics on scheduled Mondays. The district has purchased the Squabbles Curriculum for use during these groups for the 2022-23 school year.

The elementary building will begin utilizing the Second Step curriculum to conduct SEL lessons and has begun conducting morning meetings in classrooms on social skills topics. The elementary building also has been utilizing SWPBIS as well as tiered interventions to help address behavior and social emotional needs of students.

Collaboration with Agencies for All Students:

Throughout the district, the Student Assistance Program (SAP) is utilized to support students who present with social emotional needs as well.

The school social worker and administration also work closely with outside agencies who provide supports for students and their families as appropriate. The district will request that the parent/guardian sign a "Release of Information" form to communicate with agencies already providing services for students so the two entities can work collaboratively in order to be consistent with services and supports. The district will also speak with parents/guardians to recommend appropriate agency support if there aren't any already in place.

Should a student require more support than the district is able to provide, the district may consider an out-of-district placement. However, the district does consider all options prior to an out-of-district placement. Once a student begins attending an out-of-district program, progress is reviewed with the intention of transitioning the student back to the regular school building as soon as possible.

Additional Supports for Students with Disabilities:

Those with disabilities may be provided additional time with the school social worker and/or the school psychologist if necessary. Should this be the case, this time is defined in the IEP as a related service and results in a regular schedule of support.

Some students with disabilities may receive supports within the special education classroom on a regular basis as well. Each building has an emotional support classroom which provides instruction and support in social and coping skills. The elementary building also has an Autistic support classroom which provides instruction and supports in those same areas. The district also plans to expand additional Autistic Support services to the middle and high school for the 2022-23 school year.

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 district currently has two staff trained as trainers in SCM. Due to the pandemic, training in this area has been difficult, especially in restraint. However, the district plans to have additional staff trained for the 2022-23 school year. This will allow for additional staff to be trained in the ability to respond to situations that require immediate interventions.

In regards to de-escalation techniques, over the past two years our Crisis Intervention Counselor has provided training in this area to staff to include our paraprofessionals. Emotional Support teachers are well versed in de-escalation techniques and positive behavior supports that are most effective for individual students and share those strategies with classroom teachers.

Positive behavior supports are school wide at the elementary level and middle school level. Individualized positive behavior supports are included in a student's IEP at all levels as appropriate. That positive behavior support plan is shared with staff who work with the student, especially the classroom teachers.

3. Describe the district positive school wide support programs.

Pine Grove Area Elementary is recognized as a SWPBIS school. At the elementary level, all classrooms utilize a color coded clip chart which allows students to move up and down the chart throughout the school day. Weekly, monthly, and quarterly rewards/activities are provided to acknowledge positive behavior. A token economy, ticket system is utilized for individual rewards. Classroom, small group and individualized lessons are conducted to help students learn prosocial behaviors and help mediate behavior which includes reflection. Discipline and behavior data is collected, reviewed monthly with the data team, and utilized to implement tiered interventions.

At the middle school level, students can earn monthly rewards. Rewards are earned individually but participate in building wide and/or grade level celebrations for meeting the three standards: Promote Safety, Give Respect, and Accept Responsibility. The expectations vary by grade level increasing the level of accountability based on growth and maturity. These requirements are also adapted for students as appropriate based upon disability. Monday Morning Mashup Meetings are held every other Monday which are small group discussions and activities relative to age appropriate social skill topics. For the upcoming school year, Aavidum will also be established in the middle school to help create a positive school culture with a focus on mental health.

During the 2021-2022 school year, Pine Grove Area High School established Aavidum. It is a school-wide organization that promotes positivity, inclusivity, diversity, and social emotional learning for all students. Within the emotional support program in the high school, positive behavior plans are in place for students who have demonstrated this need to be successful.

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

Pine Grove Area School District takes very seriously the social emotional needs within the district so much so that the district has committed to adding staff to the district beginning with the 2022-23 school year.

Shared Staff:

- Middle and High School share a School Psychologist
- Middle and Elementary School share a School Social Worker (new for the 2022-23 school year)
- All three buildings share Autistic Support Teacher who delivers social skills instruction (new 2022-23 school year)

Shared Services:

- CSBBH Services at the Elementary and Middle School (new for the 2022-23 school year)

High School:

Staff

- 2 School Counselors
- 1 School Social Worker (will be assigned only to the high school beginning with the 2022-23 school year)
- 1 Emotional Support Teacher

Services

- SAP

Middle School:

Staff

- 1 School Counselor
- 1 Crisis Intervention Counselor (will be assigned only to the middle school beginning with the 2022-23 school year)
- 1 Emotional Support Teacher who is also a trainer for SCM

Services

- SAP
- Monday Morning Mashup (mixed grade level groups on a variety of SEL topics)

Elementary School:

Staff

- 1 School Counselor (teaches guidance lessons on SEL topics)
- 1 Crisis Intervention Counselor (will be assigned only to the elementary beginning with the 2022-23 school year)
- 1 School Psychologist
- 1 Emotional Support Teacher
- 1 Autistic Support Teacher who is a trainer in SCM

Services

- SAP
- Second Step lessons taught by grade level teachers (new beginning 2022-23 school year)

5. Describe the district restraint procedure.

Student Crisis Response Plan

School staff will refer to and utilize the following plan in the event that:

➤ De-escalation interventions are needed to the degree that the classroom teacher requires support and/or

➤ Restraint interventions may be necessary

1. Contact School Office for support

2. The school office will contact members of the response team

3. The team will apply de-escalation techniques and ensure safety:

• Safety:

▪ Move the student to another location where

○ he/she can be maintained

○ all staff can vacate the room but still see the student if necessary

○ least amount of safety concerns or objects that could become weapons

▪ If the student is too out of control, best to leave he/she where they are and instead move other students and staff to another location.

• De-escalation:

▪ Give student space, keep your distance and do not touch the student

▪ If able to find a staff person who has a good rapport, have them try to de-escalate the student.

▪ Provide, but don't force, an opportunity to talk or just provide quiet time to calm down

▪ Could suggest an appropriate physical outlet (i.e. fidgets, a soft ball to bounce on the wall, push-ups, etc.)

Restraints:

• Only used when the student is threatening to harm him/herself or others

• Conducted only by staff who have been trained

• If no trained staff are available and restraint is ABSOLUTELY necessary, then, when possible, restraints should be conducted by those who have had training in the past but certification may have expired

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.

There are currently no concerns in this area. The district would take action to provide instruction to any students placed on Instruction Conducted in the Home as per the plan determined by the IEP team. This plan may include both face-to-face and virtual options. The district welcomes and seeks out collaboration with other agencies when necessary to provide for the needs of students. In situations such as these, the district would seek to collaborate with parents/guardians, any relevant healthcare providers or agencies, and may need to reach out to other educational agencies such as Schuylkill IU 29, PATTAN as well as PDE.

Additionally, students would be reported in the Special Education Students @ Home Reporting System so that the Department can determine whether these students require intensive interagency coordination.

For students who are difficult to place, the district would reach out to the IU and PaTTAN for assistance in accessing Intensive Interagency Supports.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Visual Impaired	Multiple	Part-time (0.5)	06/13/2022 11:40 AM
Building Name Pine Grove Area SD			
Support Type Blind And Visually Impaired Support			
Support Sub-Type Blind And Visually Impaired Support			
Level of Support Itinerant (20% or Less)		Case Load 3	
Identify Classroom	Classroom Location	Age Range	
School District	Multiple	5 to 21	
Age Range Justification		FTE %	
Students are met with on an individual basis.		0.06	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hearing Impaired	Multiple	Part-time (0.5)	06/13/2022 11:42 AM
Building Name Pine Grove Area SD			
Support Type Deaf And Hearing Impaired Support			
Support Sub-Type Deaf And Hearing Impaired Support			
Level of Support Itinerant (20% or Less)			Case Load 5
Identify Classroom		Classroom Location	Age Range
School District		Multiple	5 to 21
Age Range Justification			FTE %
Students are met with on an individual basis or in small groups that fall within allowable age range parameters.			0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Grades 1-4	Elementary	Part-time (0.5)	06/13/2022 11:43 AM
Building Name Pine Grove El Sch			
Support Type Speech And Language Support			
Support Sub-Type Speech And Language Support			
Level of Support Itinerant (20% or Less)			Case Load 25

Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 12
Age Range Justification			FTE %
Students are met with on an individual basis or in small groups that fall within allowable age range parameters.			0.38
FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Grades K-4	Elementary	Full-time (1.0)	06/13/2022 12:01 PM
Building Name Pine Grove El Sch			
Support Type Speech And Language Support			
Support Sub-Type Speech And Language Support			
Level of Support Itinerant (20% or Less)			Case Load 50
Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 12
Age Range Justification			FTE %
Students are met with on an individual basis or in small groups that fall within allowable age range parameters.			0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech Grades 3-12	Multiple	Full-time (1.0)	06/13/2022 12:37 PM
Building Name Pine Grove Area SD			
Support Type Speech And Language Support			
Support Sub-Type Speech And Language Support			
Level of Support Itinerant (20% or Less)			Case Load 50
Identify Classroom		Classroom Location	Age Range
School District		Multiple	8 to 11
Age Range Justification			FTE %
Students are met with on an individual basis or in small groups that fall within allowable age range parameters.			0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem LSS	Elementary	Full-time (1.0)	06/14/2022 08:02 AM
Building Name Pine Grove El Sch			
Support Type Life Skills Support			
Support Sub-Type Life Skills Support (Grades K-6)			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 7
Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 11
Age Range Justification			FTE %
This classroom covers a span of 5 grade levels, K-5. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem AS	Elementary	Full-time (1.0)	06/14/2022 08:02 AM
Building Name Pine Grove El Sch			
Support Type Autistic Support			
Support Sub-Type Autistic Support			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 6
Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 11
Age Range Justification			FTE %
This classroom covers a span of 5 grade levels, K-5. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.75
Building Name Pine Grove El Sch			
Support Type Autistic Support			
Support Sub-Type Autistic Support			
Level of Support Itinerant (20% or Less)			Case Load 2
Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 11
Age Range Justification			FTE %
This classroom covers a span of 5 grade levels, K-5. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem ES	Elementary	Full-time (1.0)	06/14/2022 08:03 AM
Building Name Pine Grove El Sch			
Support Type Emotional Support			
Support Sub-Type Emotional Support			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 5
Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 11
Age Range Justification			FTE %
This classroom covers a span of 5 grade levels, K-5. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.25
Building Name Pine Grove El Sch			
Support Type Emotional Support			
Support Sub-Type Emotional Support			
Level of Support Itinerant (20% or Less)			Case Load 15
Identify Classroom		Classroom Location	Age Range
School District		Elementary	5 to 11
Age Range Justification			FTE %
This classroom covers a span of 5 grade levels, K-5. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem Grade K-1 LS	Elementary	Full-time (1.0)	06/14/2022 08:29 AM
Building Name Pine Grove El Sch			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 8
Identify Classroom	Classroom Location		Age Range
School District	Elementary		5 to 8
Age Range Justification			FTE %
The IEP team agrees that this is the appropriate placement and a waiver is provided.			0.4
Building Name Pine Grove El Sch			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)			Case Load 5
Identify Classroom	Classroom Location		Age Range
School District	Elementary		5 to 8
Age Range Justification			FTE %
The IEP team agrees that this is the appropriate placement and a waiver is provided.			0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem Grade 2-3 LS	Elementary	Full-time (1.0)	06/13/2022 01:25 PM
Building Name Pine Grove El Sch			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Supplemental (Less Than 80% but More Than 20%)		Case Load 12	
Identify Classroom	Classroom Location		Age Range
School District	Elementary		7 to 9
Age Range Justification			FTE % 0.6
Building Name Pine Grove El Sch			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)		Case Load 6	
Identify Classroom	Classroom Location		Age Range
School District	Elementary		7 to 9
Age Range Justification			FTE % 0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elem Grade Grade 4 LS	Elementary	Full-time (1.0)	06/13/2022 01:26 PM
Building Name Pine Grove El Sch			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Supplemental (Less Than 80% but More Than 20%)		Case Load 12	
Identify Classroom		Classroom Location	Age Range
School District		Elementary	8 to 10
Age Range Justification		FTE % 0.6	
Building Name Pine Grove El Sch			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)		Case Load 5	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	8 to 10	
Age Range Justification		FTE % 0.1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School ES	Multiple	Full-time (1.0)	06/14/2022 08:28 AM
Building Name Pine Grove Area MS			
Support Type Emotional Support			
Support Sub-Type Emotional Support			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 5
Identify Classroom		Classroom Location	Age Range
School District		Multiple	10 to 15
Age Range Justification			FTE %
This classroom covers a span of 4 grade levels, 5-8. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.25
Building Name Pine Grove Area MS			
Support Type Emotional Support			
Support Sub-Type Emotional Support			
Level of Support Itinerant (20% or Less)			Case Load 16
Identify Classroom		Classroom Location	Age Range
School District		Multiple	10 to 15
Age Range Justification			FTE %
This classroom covers a span of 4 grade levels, 5-8. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School LSS	Multiple	Full-time (1.0)	06/14/2022 08:28 AM
Building Name Pine Grove Area MS			
Support Type Life Skills Support			
Support Sub-Type Life Skills Support (Grades K-6)			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 6
Identify Classroom		Classroom Location	Age Range
School District		Multiple	10 to 12
Age Range Justification			FTE %
This classroom covers a span of 4 grade levels, 5-8. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.3
Building Name Pine Grove Area MS			
Support Type Life Skills Support			
Support Sub-Type Life Skills Support (Grades 7-12)			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 4
Identify Classroom		Classroom Location	Age Range
School District		Multiple	12 to 14
Age Range Justification			FTE %
This classroom covers a span of 4 grade levels, 5-8. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School Grade 5 LS	Elementary	Full-time (1.0)	06/13/2022 02:16 PM
Building Name Pine Grove Area MS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 8
Identify Classroom		Classroom Location	Age Range
School District		Elementary	10 to 12
Age Range Justification			FTE % 0.4
Building Name Pine Grove Area MS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)			Case Load 8
Identify Classroom		Classroom Location	Age Range
School District		Elementary	10 to 12
Age Range Justification			FTE % 0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School Grade 6 LS	Elementary	Full-time (1.0)	06/13/2022 02:17 PM
Building Name Pine Grove Area MS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support		Case Load	
Supplemental (Less Than 80% but More Than 20%)		5	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	11 to 13	
Age Range Justification		FTE % 0.25	
Building Name Pine Grove Area MS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)		Case Load 6	
Identify Classroom	Classroom Location	Age Range	
School District	Elementary	11 to 13	
Age Range Justification		FTE % 0.12	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School Grade 7 LS	Secondary	Full-time (1.0)	06/14/2022 08:22 AM
Building Name Pine Grove Area MS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support		Case Load	
Supplemental (Less Than 80% but More Than 20%)		5	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 14	
Age Range Justification		FTE % 0.25	
Building Name Pine Grove Area MS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)		Case Load 15	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	12 to 14	
Age Range Justification		FTE % 0.3	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School Grade 8 LS	Secondary	Full-time (1.0)	06/14/2022 08:25 AM
Building Name Pine Grove Area MS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support		Case Load	
Supplemental (Less Than 80% but More Than 20%)		10	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	13 to 15	
Age Range Justification		FTE % 0.5	
Building Name Pine Grove Area MS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)		Case Load 10	
Identify Classroom	Classroom Location	Age Range	
School District	Secondary	13 to 15	
Age Range Justification		FTE % 0.2	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-12 Itin	Multiple	Part-time (0.5)	05/30/2022 10:45 PM
Building Name Pine Grove Area SD			
Support Type Autistic Support			
Support Sub-Type Autistic Support			
Level of Support Itinerant (20% or Less)			Case Load 6
Identify Classroom		Classroom Location	Age Range
School District		Multiple	5 to 21
Age Range Justification			FTE %
While there will be a range of ages 5 to 21 on the case load, the teacher will meet with students individually or in small groups that would remain within acceptable age ranges.			0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School LSS	Secondary	Full-time (1.0)	06/14/2022 08:34 AM
Building Name Pine Grove Area HS			
Support Type Life Skills Support			
Support Sub-Type Life Skills Support (Grades 7-12)			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 10
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 21
Age Range Justification			FTE %
This classroom covers a span of 4 grade levels, 9-12, and students often opt to remain in school until the age of 21. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.5
Building Name Pine Grove Area HS			
Support Type Life Skills Support			
Support Sub-Type Life Skills Support (Grades 7-12)			
Level of Support Full-Time (80% or More)			Case Load 1
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 21
Age Range Justification			FTE %

Age Range Justification: This classroom covers a span of 4 grade levels, 9-12, and students often opt to remain in school until the age of 21. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.	0.07
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School ES	Secondary	Full-time (1.0)	06/14/2022 08:40 AM
Building Name Pine Grove Area HS			
Support Type Emotional Support			
Support Sub-Type Emotional Support			
Level of Support Itinerant (20% or Less)			Case Load 12
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 18
Age Range Justification: This classroom covers a span of 4 grade levels, 9-12. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			FTE %
			0.24
Building Name Pine Grove Area HS			
Support Type Emotional Support			
Support Sub-Type Emotional Support			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 5
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 18
Age Range Justification: This classroom covers a span of 4 grade levels, 9-12. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			FTE %
			0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School Itin LS	Secondary	Full-time (1.0)	06/14/2022 08:42 AM
Building Name Pine Grove Area HS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)			Case Load 40
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 18
Age Range Justification: This classroom covers a span of 4 grade levels, 9-12. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			FTE %
			0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School LS ELA	Secondary	Full-time (1.0)	06/14/2022 08:43 AM
Building Name Pine Grove Area HS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)			Case Load 20
Identify Classroom		Classroom Location	Age Range
School District		Secondary	14 to 18
Age Range Justification: This classroom covers a span of 4 grade levels, 9-12. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			FTE %
			0.4
Building Name Pine Grove Area HS			
Support Type Learning Support			

Support Sub-Type Learning Support		
Level of Support Supplemental (Less Than 80% but More Than 20%)		Case Load 5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification: This classroom covers a span of 4 grade levels, 9-12. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
High School LS Math	Secondary	Full-time (1.0)	06/14/2022 08:44 AM
Building Name Pine Grove Area HS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Itinerant (20% or Less)			Case Load 16
Identify Classroom	Classroom Location		Age Range
School District	Secondary		14 to 19
Age Range Justification			FTE %
This classroom covers a span of 4 grade levels, 9-12. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.32
Building Name Pine Grove Area HS			
Support Type Learning Support			
Support Sub-Type Learning Support			
Level of Support Supplemental (Less Than 80% but More Than 20%)			Case Load 8
Identify Classroom	Classroom Location		Age Range
School District	Secondary		14 to 19
Age Range Justification			FTE %
This classroom covers a span of 4 grade levels, 9-12. However, the IEP team agrees that this is the appropriate placement and a waiver is provided.			0.4

Special Education Facilities

Building Name Pine Grove Area HS		Room # D029
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
21 feet, 10 inches x 29 feet, 10 inches	651sqft	23
Implementation Date 2022-06-09		

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 Pine Grove Area HS		Room # D022
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
20 feet, 6 inches x 29 feet, 6 inches	604sqft	21
Implementation Date 2022-06-09		

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 Pine Grove Area HS		Room # D130
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
29 feet, 0 inches x 20 feet, 7 inches	596sqft	21
Implementation Date 2022-06-09		

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 Pine Grove Area HS		Room # D126
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
29 feet, 7 inches x 20 feet, 2 inches	596sqft	21
Implementation Date 2022-06-09		

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 Pine Grove Area HS		Room # D024
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
12 feet, 6 inches x 40 feet, 3 inches	503sqft	17
Implementation Date 2022-06-09		

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	

Building Name Pine Grove Area MS		Room # D207
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 10 inches x 19 feet, 4 inches	306sqft	10
Implementation Date 2022-06-09		

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	

Building Name Pine Grove Area MS		Room # C127
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 10 inches x 13 feet, 3 inches	368sqft	13
Implementation Date 2022-06-09		

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 Pine Grove Area MS		Room # C178
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 10 inches x 18 feet, 6 inches	422sqft	15
Implementation Date 2022-06-09		

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	

Building Name		Room #
Pine Grove Area MS		C129
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 33 feet, 1 inches	661sqft	23
Implementation Date 2022-06-09		

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	

Building Name Pine Grove Area MS		Room # C125
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 3 inches x 15 feet, 0 inches	378sqft	13
Implementation Date 2022-06-09		

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	

Building Name Pine Grove Area MS		Room # C129A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 1 inches x 16 feet, 0 inches	529sqft	18
Implementation Date 2022-06-09		

11Assurance Check

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

Building Name Pine Grove Area MS		Room # D206
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 10 inches x 19 feet, 5 inches	307sqft	10
Implementation Date 2022-06-09		

12Assurance Check

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

Building Name Pine Grove El Sch		Room # A148
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 1 inches x 23 feet, 9 inches	785sqft	28
Implementation Date 2022-06-13		

13Assurance Check

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

Building Name Pine Grove El Sch		Room # B118
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 4 inches x 24 feet, 9 inches	825sqft	29
Implementation Date 2022-06-13		

14Assurance 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 Pine Grove El Sch		Room # A109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 28 feet, 11 inches	737sqft	26
Implementation Date 2022-06-13		

15Assurance 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 Pine Grove El Sch		Room # A140
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 8 inches x 24 feet, 4 inches	794sqft	28
Implementation Date 2022-06-13		

16Assurance Check

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

Building Name Pine Grove El Sch		Room # A221
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, 1 inches x 28 feet, 0 inches	674sqft	24
Implementation Date 2022-06-13		

17Assurance Check

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

Building Name Pine Grove El Sch		Room # E214
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 5 inches x 25 feet, 7 inches	829sqft	29
Implementation Date 2022-06-13		

18Assurance Check

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

Building Name Pine Grove El Sch		Room # A141
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 2 inches x 18 feet, 0 inches	399sqft	14
Implementation Date 2022-06-13		

19Assurance 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 Pine Grove El Sch		Room # A215
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 3 inches x 21 feet, 2 inches	322sqft	11
Implementation Date 2022-06-13		

20Assurance 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 Pine Grove El Sch		Room # E209
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 9 inches x 13 feet, 9 inches	354sqft	12
Implementation Date 2022-06-13		

21Assurance Check

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

Special Education Support Services

22Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	District
Social Worker	1	Secondary	District
School Psychologist	1	Elementary	District
Social Worker	1	Secondary	District
School Psychologist	1	District Wide	District
Guidance Counselor	3	Elementary	District
Guidance Counselor	3	Secondary	District
Paraprofessionals	7	Secondary	District
Paraprofessionals	14	Elementary	District
Social Worker	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Verbal Behavior Training			
Lead Person/Position		Year of Training	
PaTTAN and IU TAC Staff		2022-2023, 2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	10	PaTTAN	General Education Teachers Paraprofessionals

Positive Behavior Support

Description of Training: Safe Crisis Management Training			
Lead Person/Position		Year of Training	
Special Education Teachers-Trained to be Trainers		2022-2023, 2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
8	6	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training: De-Escalation Training			
Lead Person/Position		Year of Training	
IU TAC Staff		2022-2023, 2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1 hour	2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training: Credential of Competencies			
Lead Person/Position		Year of Training	
Virtual		2022-2023, 2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1 or 2	10 to 20	PaTTAN	Paraprofessionals

Description of Training: CPR and First Aid			
Lead Person/Position		Year of Training	
Local EMS		2022-2023, 2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
4	2	Other	Paraprofessionals

Transition

Description of Training: Transition Committee Meetings			
Lead Person/Position		Year of Training	
IU TAC Transition Lead		2022-2023, 2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
2 hours	8	Intermediate Unit	Special Education Teachers Other

Science of Literacy

Description of Training: Language Live Training			
Lead Person/Position		Year of Training	
Sopris West		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Paraprofessionals Special Education Teachers

Parent Training

Description of Training: Topics in Transition			
Lead Person/Position		Year of Training	
Agencies and Intermediate Unit Staff		2022-2023, 2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Intermediate Unit Other	Parents Paraprofessionals Special Education Teachers

IEP Development

Description of Training: IEP Writing and Compliance			
Lead Person/Position		Year of Training	
Director of Special Education, Instructional Assistant of Pupil Services		2022-2023, 2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Signatures & Affirmations

Approval Date

2022-07-28

Uploaded Files

SMS_Special22072818560.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

Heath W. Renninger

Date

2022-08-20