

Profile and Plan Essentials

LEA Name		AUN
Selinsgrove Area SD		116557103
Address 1		
329 Seals Avenue		
Address 2		
City	State	Zip
Selinsgrove	PA	17870
Director of Special Education Name		
Susan Lipsey		
Director of Special Education Email		
slipsey@seal-pa.org		
Director of Special Education Phone Number	Director of Special Education Ext	
570-372-2205		
Chief Administrator Name		
Dr Francis R Jankowski		
Chief Administrator Email		
fjankowski@seal-pa.org		

Special Education Students

Total Number of Students Receiving Special Education 367

School District Total Student Enrollment 2206

Percent of Students Receiving Special Education 16.6

Steering Committee

Name	Position/Role	Building	Email
Dr. Frank Jankowski	Superintendent	Selinsgrove Area SD	fjankowski@seal-pa.org
Mr. Brian Parise	Other	Selinsgrove Area SD	bparise@seal-pa.org
Mrs. Susan Lipsey	Director of Special Education	Selinsgrove Area SD	slipsey@seal-pa.org
Dr. Matt Conrad	Building Principal	Selinsgrove Area HS	mconrad@seal-pa.org
Ms. Michelle Garman	Building Principal	Selinsgrove Intrmd Sch	mgarman@seal-pa.org
Mr. Damian Gessel	Building Principal	Selinsgrove Area MS	dgessel@seal-pa.org
Dr Colton Moyer	Building Principal	Selinsgrove Area El Sch	cmoyer@seal-pa.org
Mr. Roger Legg	Other	Selinsgrove Intrmd Sch	rlegg@seal-pa.org
Mrs. Laci Walter	Special Education Teacher	Selinsgrove Area HS	lwalter@seal-pa.org
Mrs. Kiley Klinger	Parent	Selinsgrove Area SD	kibear12@gmail.com
Mrs. Jackie Cook	Parent	Selinsgrove Area SD	jaclyncook90@gmail.com
Mrs. Jenessa Richmond	Special Education Teacher	Selinsgrove Area El Sch	jrichmond@seal-pa.org
Ms. Cristi Beeler	General Education Teacher	Selinsgrove Area HS	cbeeler@seal-pa.org
Mr. David Hess	Board Member	Selinsgrove Area SD	dhess@seal-pa.org
Mr. Christopher Kenawell	Board Member	Selinsgrove Area SD	ckenawell@seal-pa.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Improvement and Planning Activity
Increase the number of students applying to and attending SUN Technical School for their senior year.
Develop a school to work program for students with special needs.
Professional Development for regular and special education teachers regarding strategies and interventions to increase graduation rates.

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 School 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 School District currently a host district for a 1306 facility?

No

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

There are no 1306 facilities within Selinsgrove Area School District. However, the LEA understands its responsibilities should such a facility open within our District's boundaries in the future. The host school district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a free appropriate public education (FAPE) for eligible children with IEPs in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400. The LEA would maintain communication with the 1306 facility to ensure child find obligations (i.e new residents or change in need for current residents) are met. As host district, the LEA would be responsible for IEP development, appropriate educational placement, and ensuring special education services are provided to the student per their IEP.

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

During the § 1306 student's tenure in the facility within the host school district, the LEA must ensure that students with disabilities receive FAPE in accordance with their IEPs and all mandated procedural protections are provided. The host school district must facilitate an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host school district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parent is included in the IEP meeting, including informing the parent they can participate through a virtual/teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP Team including the parent, the child must receive services comparable to those in the existing IEP. The host school district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. The parent and the host school district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five (5) business days of the student's admission to the institution per 22 PA Code

11.11 (b). If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the five (5) day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host school district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's educational placement must be made without delay. To facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host school district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least two weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host school district. The LEA would provide consistent communication with the 1306 facility to ensure there is no loss of educational time when the student is transitioning back to their home district or another facility. In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, and the program's ability to provide FAPE and comply with the other requirements of the IDEA and Title 22 of the PA Code Chapters 14, 15, and 16 along with Section 504 of the Rehabilitation Act of 1973. In addition, the IEP Team should consider whether the program will prepare the student to meet any applicable promotion and/or graduation requirements based on their needs.

Incarcerated Students Oversight

- 1. Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

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

Least Restrictive Environment

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

The Selinsgrove Area School District (SASD) continues to be committed to (1) educating its students within the boundaries of the school district and (2) involving students in the general curriculum/environment for the maximum amount of time appropriate for the individual student. After the district has exhausted all supports and resources without success, then SASD will consider settings outside of the district. The Selinsgrove Area School District has developed a continuum of services to provide a Free Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) for all eligible students residing in the district. The Individual Education Plan (IEP) team determines the program type and level of service based on the individual needs of each student. The recommended educational placement is always the LRE that is most appropriate and allows the student to make adequate progress towards their IEP goals. The School Performance Plan (SPP) targets and the district's percentages as they relate to Indicator 5-Educational Environments (Ages 6-21), confirms the district's successful approach to Least Restrictive Environment. Selinsgrove Area School District is above the state average (61.7%) with 71.4% of special education students being educated inside the regular education setting for 80% or more of the day. Additionally, we are below state average (10.3%) with 8.1% of special education students being educated inside the regular education setting for 40% or less of the day. Lastly, SASD has less than the state average (4.4%) with 3.6% of students being educated in other settings.

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

Universal practices to address academic and social/emotional needs of all students are applied through the systematic application of our academic, mental health and social/emotional/behavior system of support. Academic benchmarking, universal design for learning, accommodations, guidance led classes at the K-5 level, and social/emotional learning (SEL) practices, as well as trauma informed practices, are embedded within the core curriculum. Students requiring specific intervention to address academic or behavioral needs are provided with a program of academic interventions as a layer on top of instruction, positive behavior support and related interventions as part of our Multi Tier System of Supports (MTSS) and School-Wide Positive Behavior Support (SWPBIS) initiatives. A variety of instructional delivery models are available to ensure that students are educated in the least restrictive environment, including co-teaching models and supported models involving the integration of paraprofessionals into the regular education classroom. The District also has a 1:1 technology program in place, allowing assistive technology, including a variety of devices, to be readily available to all. Additionally, The Selinsgrove Area School District directly employs four full-time reading intervention specialists, two full-time math intervention specialists, and six reading and math intervention tutors who provide daily interventions to students in Tier 2 and Tier 3 levels of need. Additionally, SASD employs two full-time school psychologists, two full-time school social workers and eight full time guidance counselors who offer social/emotional supports to students.

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

Selinsgrove Area School District (SASD) is committed to academic programming that is driven by the goal to provide quality education for life-long learning. We believe all students can learn and succeed given appropriate standards-based curriculum and research-based instruction. We believe academic excellence is achieved through quality instruction supported by continuous, focused staff development which models life-long learning. SASD Curriculum Council meets on a regular basis throughout the school year and includes the Director of Special Education and special education professional staff. When new programs are being piloted or considered, implementation of specially designed instruction and differentiation aspects are highly considered to allow students with disabilities to have purposeful and meaningful engagement in the general education curriculum. Special education administration, faculty, and staff work collaboratively with our general education administration, faculty, and staff to ensure the general education curriculum is delivered to students with disabilities using appropriate supplementary aids and services that yield growth and achievement. SASD is highly motivated to provide quality professional development, coaching, and feedback to ensure all students are meeting outcomes to the maximum extent appropriate with their general education peers. Additionally, our professional development planning is individualized based on the faculty/staff position and area of need. SASD partners with CSIU and PATTAN to provide high quality professional development to special education professionals and paraprofessionals on a regular basis throughout the calendar year.

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

The District uses a variety of supplemental aides and services to ensure meaningful participation of students with disabilities in extracurricular activities at the Elementary, Middle, and Secondary levels. Students who require individualized support from a staff member to meaningfully participate are provided with paraprofessional support to access activities. Each paraprofessional is given training opportunities based on their current position and expectations for supporting students. Extracurricular staff members are provided with information and training to implement modifications and supports for students by the IEP case manager, related service providers, and administration. In 2024, SASD created a Unified Bocce program in collaboration with the Special Olympics Pennsylvania's Interscholastic Unified Sports (IUS) program and supported by the Pennsylvania Interscholastic Athletic Association (PIAA), the Bureau of Special Education, and the Pennsylvania Department of Education. Additionally, SASD has a district-wide common planning period prior to the beginning of each student day, which allows opportunities for collaboration within and across grade levels throughout the district.

5. Describe the School District procedures that ensure, 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-led extracurricular

activities.

The Selinsgrove Area School District implements procedures to ensure that students who are in out-of-district placements have the opportunity to participate in district led extracurricular activities. SASD provides supports including special transportation to ensure students can take part in extra curriculans and special events even when they are not educated on our campus. Outside educational placements are a last resort and only occurs when the nature or severity of the disability is such that education in the general education setting, even with the use of supplementary aids and services, cannot be achieved satisfactorily. To ensure that students are reintegrated with their non-disabled peers, the IEP team regularly reviews the progress of students in out-of-district placements and creates a transition plan to return the student to a less restrictive setting. In addition, the student is able to participate in district activities, with support from paraprofessionals or nursing staff to ensure the meaningful participation.

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

The Selinsgrove Area School District evaluates existing programs, services, and staffing on an on-going basis throughout the school year. In collaboration with CSIU 16, SASD holds early intervention transition meetings which allows us to plan for the incoming students identified with special needs and identify potential needs. Using caseload projections, trends in service provision, case manager meetings, and a review of the level of need of identified students, the District is able to build capacity of existing staff to meet current needs, expand services to meet the projected needs and continually provide a continuum of services across the district. When a student with a specific exceptional needs moves into the district or is identified, the multi-disciplinary teams makes every effort to design programming to fit the needs of the student. Within the last three years, the district has opened one Elementary emotional support classroom and one Intermediate emotional support classroom.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
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Work Foundations	Other	Intermediate Unit Program	CSIU 16	Autistic Support	1
New Story-Selinsgrove	Licensed Private Academic		New Story	Emotional Support	1
5 Star- Sunbury	Other	Intermediate Unit Program	CSIU 16	Emotional Support	1
The Camphill School	Approved Private School (APS)	Intermediate Unit Program	The Camphill School	Autistic Support	1
New Story-Selinsgrove	Licensed Private Academic		New Story	Autistic Support	1
Beyond Boundaries	Other	Intermediate Unit Program	CSIU 16	Emotional Support	1
Beyond Boundaries	Other	Intermediate Unit Program	CSIU 16	Learning Support	1

Positive Behavior Support

Date of Approval

2014-10-06

Uploaded Files

Positive Behavior Policy.pdf

1. **How does the School District support the emotional, social needs of students with disabilities?**

The Selinsgrove Area School District offers a multitude of emotional and social supports to students with disabilities. SASD currently employs eight full time guidance counselors. Students in grades K-5 receive weekly guidance lessons focused on social-emotional learning. Students in grades 6-12 receive instruction via the Health curriculum on social/emotional health topics. The special education department provides an alternate social-emotional and relationships curriculum for students in our middle and high school low incidence classrooms. Additionally, the school district employs two full time school social workers who each respectively service grades K-5 and 6-12. Our guidance counselors and school social workers also serve as a liaison between families, the school district, and outside agencies. Within the last eight years, the school district has also opened three emotional support classrooms. The middle school program provides support to students in grades 6-8 and currently serves eleven students. The intermediate school classroom services twelve students and the elementary classroom supports six students. Students with emotional, behavioral, and social needs are educated in the least restrictive environment and are only placed in a more restrictive setting or type of support when the nature of their disability is such that education in the regular education setting is not appropriate despite use of supplementary aids and services. The IEP team shall develop a Positive Behavior Support Plan if the student requires specific intervention to address behaviors that impede their learning or the learning of others. The identification, evaluation, and plan shall be conducted and implemented in accordance with state and federal laws and regulations.

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 Selinsgrove Area School District Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of safe holds or other aversive techniques. The use of safe holds shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional

assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Safe Crisis Management (SCM) techniques are utilized to de-escalate student behaviors. The district has two trainers that train staff each year.

3. Describe the School District's positive school wide support programs.

The Selinsgrove Area School District utilizes a plethora of interventions and supports in each building to ensure students are in the least restrictive environment, and implements several different School-Wide Positive Behavior Intervention Supports (PBIS). PBIS is a proactive approach to rewarding appropriate behaviors school-wide. Schools that implement school-wide systems of positive behavior support focus on a team-based system approach and teaching the desired student behaviors to all students in the school. The benefits to school-wide behavior programs are noted as: increased attendance, student and teacher reporting of a more positive and calm environment, reduction in the proportion of students who engage in behavioral disruptions and reduction in the number of behavioral disruptions. Each building in SASD has its own PBIS system in place. Selinsgrove Area Elementary School: Our 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). Students follow the "SEAL" for success program. SEAL stands for " Show respect, Exercise safety, Act responsibly, and Listen to learn. Students receive SEAL cents when they display appropriate behaviors throughout the building. Teachers and staff members will give the students a paper SEAL cent and praise them for a job well done. Students can redeem their SEAL cents, one time each week, for a leveled prize. Flyers are displayed throughout the building with the month's prizes. Selinsgrove Area Intermediate School: At Selinsgrove Intermediate Elementary, third through fifth grade has the "SEAL" program. " SEAL" stands for Show Respect, Exercise Safety, Act Responsibly, and Listen to learn. Students receive tickets for demonstrating these behaviors in all areas of the school building. Each week students can turn these tickets in for a small prize. The more tickets a student earns the bigger the prize opportunities. At the end of the marking period 25 tickets are picked from a bucket and students receive even larger prizes. At the end of the year two students names are picked to win a brand new bike. Selinsgrove Area Middle School: At Selinsgrove Area Middle School, we use "Seal Tokens" which are handed out by all staff members to students who are meeting the behavior expectations at any given time. The tokens can be turned in for a piece of candy and an entry to win a mountain bike at the end of the year. Teachers are write seals of excellence post cards which are given out to students for positive behavior and then mailed home to parents. Selinsgrove Area High School: . It is the responsibility of each high school student to learn the behaviors expected while attending the Selinsgrove Area High School. Students are expected to practice the principles of good citizenship. To encourage positive behaviors, the high school has posters throughout the building displaying the building's expectations and appropriate behaviors by location (restroom, locker room, nurse, gymnasium, etc). Recognition assemblies are held to highlight students who are making good choices and displaying exceptional behavior in and out of the classroom. The morning announcements highlight accomplishments, as well as daily postings on website/social media pages.

4. Describe the School District's school-based behavior health services.

The district maintains a collaborative partnership between Concern-School-Based Behavioral Health (SBBH) providers and the Selinsgrove Area Intermediate School to ensure that students (grades 3-5) with behavioral, emotional, and mental health needs receive coordinated, comprehensive support in the least restrictive environment. This collaboration is designed to promote student access to the general education curriculum while addressing individualized behavioral and social-emotional needs. The Intermediate School provides specialized educational programming, including emotional support and other intensive services aligned with students' Individualized Education Programs (IEPs). School-based behavioral service providers (Masters and Bachelors level) work in coordination with school staff to support the implementation of behavioral goals and intervention strategies outlined in the IEP and Positive Behavior Support Plan (PBSP). Collaboration occurs through structured and ongoing communication. Educational staff and behavioral service providers participate in IEP meetings, treatment team meetings, and data review sessions to ensure alignment between academic programming and therapeutic interventions. Behavioral data are shared regularly to monitor student progress and inform instructional and behavioral decision-making. When appropriate, Functional Behavioral Assessments (FBAs) are conducted collaboratively to identify the function of behaviors and develop proactive intervention strategies. Roles and responsibilities are clearly defined to prevent duplication of services and to ensure compliance with state and federal regulations. The Intermediate School remains responsible for delivering specially designed instruction and ensuring IEP implementation. School-based behavioral providers deliver therapeutic and behavioral health services that complement, but do not replace, educational programming. All services are coordinated to maintain confidentiality and comply with applicable educational and medical assistance guidelines. Family engagement is an essential component of this collaborative model. Parents/guardians are included in planning meetings and are provided with consistent communication regarding student progress. When necessary, transition planning between programs or placements is coordinated to ensure continuity of services. SBBH provides support in the home, school, and community. Through this structured partnership, the district ensures that students with complex behavioral needs receive consistent, data-driven supports that promote positive behavioral outcomes, academic progress, and long-term success.

5. Describe the School District's restraint procedure.

Per Selinsgrove Area School District Board policy, use of physical restraints to control acute or episodic aggressive behavior may only be used when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be ineffective. The Director of Special Education or designee shall notify the parent/guardian as soon as possible of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment (FBA), re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the

inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Behavior Support Plan includes efforts to eliminate the use of restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Intensive Interagency

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

Currently, Selinsgrove Area School District has two students who are placed on Instruction Conducted in the Home. The IEP teams meet on a regular basis to discuss current options being considered and additional options that have become available. . All instruction in the home is provided by teachers holding PA certifications. When the Selinsgrove Area School District is having difficulty ensuring Free Appropriate Public Education (FAPE) for an individual student, the district utilizes the Child and Adolescent Social Service Program (CASSP) system involving local agencies. Additionally, SASD works closely with PATTAN, CSIU 16, and PDE to find available placement and additional supports for the family and student.

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	.5	Secondary	District
Paraprofessionals	44	District Wide	District
School Psychologist	2	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	1	Elementary	District
Social Worker	1	Secondary	District
Guidance Counselor	8	District Wide	District
Other	1	District Wide	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
VB-MAPP Training			
Lead Person/Position		Year of Training	
PATTAN Autism Consultants, CSIU, Director of Special Education, Internal Coaches, Autistic Support Teachers		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	12	District Intermediate Unit PaTTAN	Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Applied Behavior Analysis			
Lead Person/Position		Year of Training	
PATTAN Autism Consultants, CSIU, Director of Special Education, Internal Coaches, Autistic Support Teachers		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Intermediate Unit	Building Administrators Central Office Administrators Paraprofessionals

		PaTTAN	Special Education Teachers
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Description of Training			
National Autism Conference			
Lead Person/Position		Year of Training	
Penn State University/PATTAN/Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
20	4	Other	Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training	
Social Emotional Learning/Trauma Informed Practices Training	
Lead Person/Position	Year of Training
Mr. Brian Parise, Asst. Superintendent	2026 2027 2028 2029

Hours Per Training	Number of Sessions	Provider	Audience
3	4	PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Safe Crisis Management De-Escalation and Safe Physical Intervention Training			
Lead Person/Position		Year of Training	
Director of Special Education, 2 District Lead Trainers, JKM Management		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	6	District Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
School Wide Positive Behavior Support	
Lead Person/Position	Year of Training
Building Principals/Lead Teachers	2026 2027

		2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Quality Indicator Training for Emotional Support Programs			
Lead Person/Position		Year of Training	
Director of Special Education/PATTAN		2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District PaTTAN	General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training	
Intermediate Unit Wide Paraprofessional Training	
Lead Person/Position	Year of Training
Director of Special Education/CSIU	2026
	2027
	2028

		2029	
Hours Per Training	Number of Sessions	Provider	Audience
7	4	District Intermediate Unit	Paraprofessionals

Description of Training			
CSIU Paraprofessional Training Series			
Lead Person/Position			Year of Training
CSIU Professional Development Coordinator, SASD Director of Special Education			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
1	8	Intermediate Unit	Paraprofessionals

Description of Training			
First Aid/CPR			
Lead Person/Position			Year of Training
SASD School Police Chief			2026 2027 2028 2029
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Building Administrators Central Office Administrators

			General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
Confidentiality Training			
Lead Person/Position		Year of Training	
Director of Special Education		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals Special Education Teachers

Description of Training			
Bloodborne Pathogens			
Lead Person/Position		Year of Training	
Assistant Superintendent		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District	Paraprofessionals
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Description of Training			
PaTTAN trainings videos on various topics			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	PaTTAN	Paraprofessionals

Description of Training			
District Paraprofessional Training			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Transition

Description of Training			
Indicator 13 Training			
Lead Person/Position		Year of Training	
Director of Special Education/ CSIU Consultant/SASD Transition Coordinator		2026	
Hours Per Training	Number of Sessions	Provider	Audience
6.5	1	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Early Intervention Transition Meetings-Transitioning to Kindergarten			
Lead Person/Position		Year of Training	
Director of Special Education/CSIU Early Intervention Supervisor		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training

Transition Clinic-Post Secondary Planning			
Lead Person/Position		Year of Training	
Transition Coordinator		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Special Education Teachers

Science of Literacy

Description of Training			
CKLA Training			
Lead Person/Position		Year of Training	
Assistant Superintendent		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District Other	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
New Teacher Induction and Annual Refreshers for current teachers-STAR, Dibels, Foundations, Heggerty, Running Records			
Lead Person/Position		Year of Training	
Assistant Superintendent		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	District	General Education Teachers Special Education Teachers

Description of Training			
SPIRE/Orton Gillingham Teaching Strategies			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District Other	Special Education Teachers

Parent Training

Description of Training	
Office of Vocational Rehabilitation Training for Families	
Lead Person/Position	Year of Training
Transition Coordinator	2026 2027

		2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

Description of Training			
Parent Training on Special Education Topics (various)			
Lead Person/Position		Year of Training	
Director of Special Education and District Staff		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	12	District	Parents

Description of Training			
ABA techniques for parents of students with Autism			
Lead Person/Position		Year of Training	
Special Education Staff		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	6	District Intermediate Unit	Parents

		PaTTAN	
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Description of Training			
Potty Training Techniques			
Lead Person/Position		Year of Training	
Autistic Support Teacher-Elementary Level		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	District	Parents

IEP Development

Description of Training			
PULSE-Special Education Training for Principals			
Lead Person/Position		Year of Training	
PATTAN		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	4	PaTTAN	Building Administrators

Description of Training			
Goal Writing and Progress Monitoring Dos and Don'ts Training			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Special Education Teachers

Description of Training			
ESY Determination and Proper paperwork procedures			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
		2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training	
Re-Evaluation Writing Refresher and Training for New Staff	
Lead Person/Position	Year of Training
Director of Special Education and School Psychologists	2026
	2027
	2028
	2029

Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers Other

Description of Training			
Annual Special Education IEP and RR procedures for New Staff			
Lead Person/Position		Year of Training	
Director of Special Education		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

SCHOOL BOARD PRESIDENT AFFIRMATION 04172023 - DS.pdf

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

Superintendent/Chief Executive Officer

Date

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support ES	Elementary	Full-time (1.0)	02/16/2026 01:19 PM

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

Building Name		
Selinsgrove Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8

Age Range Justification	FTE %
	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support ES	Elementary	Full-time (1.0)	02/16/2026 01:20 PM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support ES	Elementary	Full-time (1.0)	02/16/2026 01:20 PM

Building Name

Selinsgrove Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.38

Building Name		
Selinsgrove Area El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.62

Education Program (Caseload FTE)

FTE ID...	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support IS Supp	Elementary	Full-time (1.0)	02/16/2026 01:21 PM

Building Name		
Selinsgrove Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills HS	Secondary	Full-time (1.0)	02/16/2026 01:21 PM

Building Name		
Selinsgrove 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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Selinsgrove 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	Classroom Location	Age Range
School District	Secondary	21 to 21
Age Range Justification		FTE %
		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Seals Den	Secondary	Full-time (1.0)	02/16/2026 01:21 PM

Building Name
Selinsgrove 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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
Despite the age range, all students receive the proper services per their IEP. The age range is due to students receiving education in high school until age 21.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 4	Secondary	Full-time (1.0)	02/16/2026 01:21 PM

Building Name		
Selinsgrove Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %

	0.46
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Walter J	Secondary	Full-time (1.0)	02/16/2026 01:06 PM

Building Name		
Selinsgrove Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
Despite the age range, all students receive the proper services per their IEP. The age range is due to students receiving education in high school until age 21.		0.5

Building Name	
Selinsgrove 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	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Truckenmiller	Secondary	Full-time (1.0)	02/16/2026 01:05 PM

Building Name		
Selinsgrove Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.14

Building Name		
Selinsgrove 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	16 to 16
Age Range Justification		FTE %
		0.05

Building Name		
Selinsgrove Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Selinsgrove 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	15 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support HS 1	Secondary	Full-time (1.0)	02/16/2026 01:07 PM

Building Name		
Selinsgrove Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Selinsgrove Area HS		
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	15 to 20
Age Range Justification		FTE %
Despite the age range, all students receive the proper services per their IEP. The age range is due to students receiving education in high school until age 21.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 3	Multiple	Full-time (1.0)	02/16/2026 01:21 PM

Building Name		
Selinsgrove Area MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.51

Building Name		
Selinsgrove Area HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
All students receive appropriate services as per their IEP despite the age range. Students who remain in high school until they are 21 continue to receive speech services.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Life Skills AS	Secondary	Full-time (1.0)	02/16/2026 01:12 PM

Building Name		
Selinsgrove Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.12

Building Name
Selinsgrove Area MS

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support MS	Secondary	Full-time (1.0)	02/16/2026 01:09 PM

Building Name		
Selinsgrove Area MS		
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	14 to 14
Age Range Justification		FTE %
		0.05

Building Name

Selinsgrove Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School LS 8	Secondary	Full-time (1.0)	02/16/2026 01:10 PM

Building Name		
Selinsgrove Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.46

Building Name		
Selinsgrove 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	14 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School LS 7	Secondary	Full-time (1.0)	02/16/2026 01:11 PM

Building Name		
Selinsgrove Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.52

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Middle School LS 6	Secondary	Full-time (1.0)	02/16/2026 01:12 PM

Building Name		
Selinsgrove Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.46

Building Name		
Selinsgrove Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %

	0.2
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 2	Elementary	Full-time (1.0)	02/16/2026 01:14PM

Building Name		
Selinsgrove Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.71

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Autistic Support IS	Elementary	Full-time (1.0)	02/16/2026 01:16PM

Building Name
Selinsgrove Intrmd Sch

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.62

Building Name		
Selinsgrove Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emotional Support IS	Elementary	Part-time (0.5)	02/16/2026 01:16 PM

Building Name

Selinsgrove Intrmd 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	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Selinsgrove Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 5	Elementary	Full-time (1.0)	02/16/2026 01:17 PM

Building Name		
Selinsgrove Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 4 IS	Elementary	Full-time (1.0)	02/16/2026 01:18 PM

Building Name		
Selinsgrove Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Learning Support 3 IS	Elementary	Part-time (0.5)	02/16/2026 01:18 PM

Building Name		
Selinsgrove Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 1	Elementary	Full-time (1.0)	02/16/2026 01:14 PM

Building Name		
Selinsgrove Area El Sch		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		47
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.72

Special Education Facilities

Building Name		Room #
Selinsgrove Area El Sch		E 305
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, 5 inches x 45 feet, 0 inches	1188sqft	42
Implementation Date		
2023-03-03		
Uploaded Files		
E305_bbc22a08.pdf		

1Assurance Check

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

Building Name		Room #
Selinsgrove Area El Sch		E 306
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
Implementation Date		
2023-03-03		
Uploaded Files		
E306_75189581.pdf		

2Assurance Check

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

Building Name		Room #
Selinsgrove Intrmd Sch		113
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, 6 inches x 31 feet, 6 inches	803sqft	28
Implementation Date		
2024-11-14		
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.	Yes	

Special Education Facilities

Building Name		Room #
Selinsgrove Intrmd Sch		109
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, 6 inches x 31 feet, 6 inches	803sqft	28
Implementation Date		
2023-02-28		
Uploaded Files		
ROOM 109_01ceac61.pdf		

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 #
Selinsgrove Intrmd Sch		100
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, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2023-02-28		
Uploaded Files		
ROOM 100_f96e38b4.pdf		

2Assurance Check

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

Building Name		Room #
Selinsgrove Intrmd Sch		200
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, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2023-02-28		
Uploaded Files		
ROOM 200_3d6c3c03.pdf		

3Assurance Check

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

Building Name		Room #
Selinsgrove Intrmd Sch		211
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, 6 inches x 33 feet, 0 inches	973sqft	34
Implementation Date		
2023-02-28		
Uploaded Files		
ROOM 211_155ee9bc.pdf		

4Assurance Check

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

Building Name		Room #
Selinsgrove Intrmd Sch		157
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 32 feet, 0 inches	864sqft	30
Implementation Date		
2023-02-28		
Uploaded Files		
ROOM 157_dd2c9bfd.pdf		

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 #
Selinsgrove Intrmd Sch		259
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 36 feet, 9 inches	918sqft	32
Implementation Date		
2023-02-28		
Uploaded Files		
ROOM 259_3c356211.pdf		

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 #
Selinsgrove Area MS		C 104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 3 inches x 25 feet, 6 inches	490sqft	17
Implementation Date		
2023-03-03		
Uploaded Files		
C104_f79c15ff.pdf		

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 #
Selinsgrove Area HS		1
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 41 feet, 0 inches	902sqft	32
Implementation Date		
2023-03-03		
Uploaded Files		
ROOM 1_275205cc.pdf		

8 Assurance Check

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

Building Name		Room #
Selinsgrove Area MS		C 100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 11 inches x 29 feet, 3 inches	845sqft	30
Implementation Date		
2023-03-03		
Uploaded Files		
C100_276275b8.pdf		

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 #
Selinsgrove Area HS		238
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 30 feet, 0 inches	600sqft	21
Implementation Date		
2023-03-03		
Uploaded Files		
ROOM 238_58d3a600.pdf		

10 Assurance Check

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

Building Name		Room #
Selinsgrove Area MS		D 206-207
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 2 inches x 48 feet, 3 inches	1745sqft	62
Implementation Date		
2023-03-03		
Uploaded Files		
D206-207_f3fc559c.pdf		

11 Assurance Check

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

Building Name		Room #
Selinsgrove Area HS		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 21 feet, 0 inches	609sqft	21
Implementation Date		
2023-03-03		
Uploaded Files		
ROOM 111_a03e733c.pdf		

12 Assurance Check

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

Building Name		Room #
Selinsgrove Area HS		202
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 30 feet, 0 inches	690sqft	24
Implementation Date		
2023-03-03		
Uploaded Files		
ROOM 202_b67094c6.pdf		

13Assurance Check

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

Building Name		Room #
Selinsgrove Area MS		C 106
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 3 inches x 15 feet, 3 inches	156sqft	5
Implementation Date		
2023-03-03		
Uploaded Files		
C106_08ffefc2.pdf		

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

Building Name		Room #
Selinsgrove Area MS		D 8-9
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 2 inches x 41 feet, 9 inches	1509sqft	53
Implementation Date		
2023-03-03		
Uploaded Files		
D 8-9_ae1c3145.pdf		

15 Assurance Check

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

Building Name		Room #
Selinsgrove Area MS		D 224-225
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 2 inches x 49 feet, 3 inches	1781sqft	63
Implementation Date		
2023-03-03		
Uploaded Files		
D 224-225_29fc77fc.pdf		

16 Assurance Check

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

Building Name		Room #
Selinsgrove Area HS		3-4
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 58 feet, 0 inches	2262sqft	80
Implementation Date		
2023-03-03		
Uploaded Files		
ROOM 3-4_5a4fbef5.pdf		

17 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 #
Selinsgrove Area HS	229
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 5 inches x 30 feet, 0 inches	642sqft	22
Implementation Date		
2023-03-03		
Uploaded Files		
ROOM 229_c086cb9c.pdf		

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

Building Name		Room #
Selinsgrove Area El Sch		C 104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 0 inches x 21 feet, 0 inches	378sqft	13
Implementation Date		
2023-03-03		
Uploaded Files		
C104_880ebdd4.pdf		

19 Assurance Check

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

Building Name		Room #
Selinsgrove Area El Sch		D 100
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 33 feet, 0 inches	924sqft	33
Implementation Date		
2023-03-03		
Uploaded Files		
D100.pdf		

20 Assurance Check

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