

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 423
School District Total Student Enrollment 1877
Percent of Students Receiving Special Education 22.5

Steering Committee

Name	Position/Role	Building	Email
Sheri Yetzer	Superintendent	Corry Area SD	syetzer@corrmysd.net
William West	Director of Curriculum	Corry Area SD	wwest@corrmysd.net
Dan Daum	Director of Curriculum	Corry Area SD	ddaum@corrmysd.net
Teresa Pearce	Building Principal	Corry Area Primary Sch	tpearce@corrmysd.net
Melissa Nuefer	Building Principal	Corry Area Intrmd Sch	mnuefer@corrmysd.net
Doris Gernovich	Board Member	Corry Area SD	doris.gernovich@corrmysd.net
Megan Pound	General Education Teacher	Corry Area HS	mpound@corrmysd.net
Jenifer Uplinger	Special Education Teacher	Corry Area Intrmd Sch	juplinger@corrmysd.net
Dawna Lyngarkos	General Education Teacher	Corry Area HS	dlyngarkos@corrmysd.net
Leah Walls	Parent	Corry Area SD	lwalls@corrmysd.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities
Due to population size, there is no data for non-white students in this report. The risk ratio for white students to be inside the regular education classroom for less than 40% has increased slightly over time (from .6 to .67) but is still significantly below the threshold. Our risk for separate school placement also increased slightly to .51.	Continue to provide PD to enhance and expand implementation of inclusive practices. Utilize more robust benchmark assessment data to identify specific target groups for strategic interventions. Continue to monitor trend data.

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
The in-school suspension risk ratio increased slightly from 2017-18 but remained steady 2018-19, and then significantly increase in 2020. The out of school suspension risk ratio has continued to decline since 2016, remaining well below the threshold.	Refine SWPBIS practices across the district. Continue to utilize interventions and alternatives to suspensions.

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>Due to the demographics of the district, there is no data reported for non-white students. We have had a continuous decrease in students who are identified under the categories of Autism, Intellectual Disability, and Speech/Language. Emotional Disturbance was decreasing prior to 2018, after a slight increase in 2018, it continued to decrease 2019-2020 and remaining below 1.4 risk ratio. The risk ratio for students with a Specific Learning Disability has remained pretty steady over time. Other Health Impairment has shown a slight increase. All categories remain well under the threshold.</p>	<p>Continue to utilize the prereferral process to identify students for, and provide, targeted interventions and supports.</p>

Non-Resident Students Oversight

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

No

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

As the host district, CASD would be responsible for providing the educational program for students, including students with disabilities who are placed within the 1306 facility, and for ensuring the provision of FAPE for eligible students with IEPs. If it is determined an alternative educational setting will more appropriately address the student's educational needs, the CASD is responsible for providing the student with FAPE and any needed special education and related services, including on-grounds education and supports provided by certified professionals, and transportation to the alternative educational setting. For students known to be or suspected to be eligible for special education services under IDEA, the host district is responsible for making decisions regarding the goals, programming, and educational placement for each student and for maintaining contact with the student's resident school district for the purpose of keeping the resident school district informed of its plan for educating the student and seeking advice of that district with respect to the student. As part of the district's Child Find obligations, students thought to be exceptional but not yet identified would be evaluated following IDEA and Chapter 14 procedures and timelines by the district. If the student is found eligible for special education services, an IEP and NOREP would be offered and the student provided with a free appropriate public education, including specially designed instruction and related services, by the district. The district of residence would be notified and any input and documentation provided welcomed as a member of the student's IEP Team. Once the student's educational needs are determined, the student would be placed in the most appropriate educational setting, and FAPE provided. The district would regularly review and evaluate procedures and programs to ensure all students are receiving required supports and services, and that obligations for FAPE are being met.

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

Once CASD becomes aware of a student in placement under Section 1306 and a request for records is received, the Special Education Secretary initiates a Change of Status, informs the Director of Special Education, and sends the requested special education documents to the host facility/education provider. The Director of Special Education becomes the point of contact for the facility/education provider and requests to be included in IEP and ER/RR meetings, relevant MDT review and discharge planning discussions. The Director disseminates any updates to the school team. If the Director of Special Education is not able to attend a meeting, another district representative attends and shares the information with the team. Once the facility begins discharge planning, the Director of Special Education and school team begin discussion of the student's return, including additional special education supports and related services that may need to be put in place to help insure a successful transition. When the student is ready to transition back to the district, the team works together with the facility, student and parents to develop a transition plan for the student's return.

Incarcerated Students Oversight

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

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
The system of oversight for location, identification, and evaluation of incarcerated youth provided through the CASD would begin with consistent and effective cooperation and collaboration with Correction Facility administration and staff. A certified special education teacher would be assigned as teacher of the school program to work closely with the facility and case manage students requiring special education services. A daily list of incarcerated youth, through age 21, would be provided to the teacher/case manager by the facility. The teacher would meet with each youth to determine graduation status and if the youth is eligible for the school program. CASD would contact the youth's home school district to forward all education records, including transcripts and special education documents. Once received, the documents would be reviewed to determine educational needs, including special education programming and related services. An appropriate individualized learning program would be implemented to provide meaningful instruction and insure FAPE, as determined by the IEP. Youth who are eligible for and interested in receiving an education as a pathway to graduation would be immediately placed into the school program while school records were being procured and reviewed. While the youth remained incarcerated, CASD would continue to follow PDE and IDEA compliance requirements for instruction and assessment (PSSA/Keystones); special education evaluation/reevaluation and IEP development and implementation. Parents/guardians would be invited to participate with CASD administration, special education case manager, and the Director of Special Education in the IEP meeting. If the youth has not been identified but is thought to be exceptional, The Director of Special Education would coordinate referrals for special education evaluation in cooperation with the parents/guardian, assigned teacher, and other related program personnel.

Least Restrictive Environment

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

Most current SEDR available from PDE is from the 2019-20 school year. Since SPP targets were not included in this report, we looked at 12/1 Child Count submissions for the 2020/21 and 2021/22 school years to determine any district trends. The number of special education students inside the regular classroom for 80% or more of the school day increased from 55% to 59%. (State: 61.5%). The number of special education students inside the regular classroom for less than 40% of the school day increased from 7.3% to 9.4%. (State: 9.6%). The number of special education students in other settings remained essentially the same at 3.5%. (State: 4.8%) CASD is committed to providing special education and related services in the least restrictive setting appropriate to each student's specific strengths and needs. The full range of placement options are discussed and considered by the IEP Team, beginning with services provided in the regular education setting. Placement decisions are made by the IEP Team with full parent participation, and are solely based upon the specific needs of the student. CASD maintains that specially designed instruction can be delivered both in and outside of the special education setting and can be supported through the use of individually selected supplemental aids and services. Placement in a more restrictive setting is considered only when services cannot be appropriately delivered within the regular education setting.

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?

CASD has a commitment to reach all students with effective instruction, to create safe and engaging classroom learning environments, and to ensure that all students have quality positive learning experiences through the use of appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities. As the academic and social/emotional needs of our students become ever more diverse, the importance of fostering inclusive learning environments continues to grow. CASD endorses the use of Universal Design for Learning (UDL) framework K-12 to address removing barriers to instruction from the initial design of lessons. UDL increases flexibility and adaptation to student needs so that all students can learn from instructional practices and materials that are accessible to them, including the ways in which they take in information, process as they learn, show what they have learned, and engage with instruction and materials. Across all grade levels, special education case managers meet regularly with classroom teachers and grade-level coordinators (elementary) and department leaders (secondary) to review and plan for upcoming units of study. Case managers and classroom teachers collaborate and share strategies and resources to insure students' needs are being met, both in the general education and special education classrooms. Co-taught classes are offered in math, ELA, science and social studies in both the middle and high schools. At the beginning of each quarter, and when IEPs have been implemented or revised, Special Education case managers provide copies of individual student SDI and accommodations to each general education and special education teacher that provides instruction for the student. An initialed copy is returned to the special education office to insure teachers responsible for providing instruction are aware of and are following the most current IEP requirements. CASD teachers use a variety of informal and formal methods of assessment to measure student learning, growth, and understanding in order to develop differentiated and enhanced learning experiences and improve future instruction. Technology is leveraged to ensure student access to both content and means to demonstrate knowledge. Student assessment data is used to inform planning, instruction, and methods of assessment for all students, including those with special needs. All buildings conduct benchmark assessments several times per year. Data collected helps determine if students are making adequate progress within the grade-level curriculum, and assists with grouping students for specific, targeted intervention groups. In addition, for students with disabilities, CASD utilizes standardized Curriculum Based Measurement (CBM) for progress monitoring academic goals in the areas of reading, math and written expression and spelling. This progress monitoring data helps determine the effectiveness of current special education programming and facilitates instructional changes when needed. CASD has full district-wide implementation of School Wide Positive Behavior

Intervention and Support (SWPBIS), K-12. The district's goals are to enhance and maintain a positive school environment, reduce problem behavior, increase pro-social behavior, and increase student achievement by facilitating a strong and positive school community. School-wide positive behavior support programs are currently being implemented in all buildings district-wide. Our school counselors teach coping skills, self-regulation, and social skills within the classroom/school setting. In each building, specialized pro-social skills groups, individualized behavior plans and contracts, and check-in/check-out routines are implemented with students that require a higher level of intervention to support development of appropriate school behaviors. For special education students with more significant behavioral and/or emotional needs, a functional behavior assessment is conducted and an individualized Positive Behavior Support Plan is implemented. These plans incorporate proactive, trauma-sensitive strategies for fading out negative behaviors and development of appropriate replacement skills. Student progress and success is monitored through shared tracking of goal-related individualized behavior plans. IEPs are revised and adjusted, with additional supports and or/related services added, when needed. Beginning this 2021-2022 school year, CASD will begin administering the PASS survey to all students grades 2-12, designed to proactively identify student barriers to learning. Resulting data will be used to develop targeted strategic interventions for improving school climate and fostering a positive school culture. All students deserve a chance to learn in a safe and supportive environment CASD provides comprehensive professional development, supportive instructional leadership, and time for collaborative planning and decision making to support educators and place the focus on teaching and learning for all students.

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

CASD supports students with disabilities in accessing the general education curriculum in the least restrictive environment. Programs and trainings are provided to administrators, teachers and staff in order to enhance and expand the continuum of supports/services and educational placement options available within the district. Building principals have attended PULSE (Principals Understanding how to Lead Special Education) training through PaTTAN/IU5. Administrators work closely with the Director of Special Education in the planning and implementation of district programs/initiatives, curriculum alignment and materials, and professional development to remove potential learning barriers and assure meaningful participation for students with disabilities are ongoing. Collaboration efforts between special education teachers and their regular education colleagues include co-planning; co-teaching core classes in middle/high school; mentoring for new teachers and teachers new to the district; participating in regularly scheduled grade level (elementary), department (secondary), and building-level data-team meetings; scheduling and transition coordination between grade levels and buildings; consistent communication between case managers and regular education teachers to provide support and monitor student progress. CASD provides resources and ancillary/intervention programs to support special education students in the regular education environment, including Title 1 reading (K-5), targeted small group instruction in reading and math (K-8), student use of the Resource Room for extra support (High School), after school tutoring (elementary/secondary). For students receiving specially designed instruction within the special education environment, instructional materials, resources and activities are aligned with the PA Core Standards and eligible content (or alternate eligible content for students with significant cognitive disabilities) and the general education curriculum. CASD promotes professional development that supports inclusion and ensures meaningful participation in the general education curriculum. Ongoing professional development opportunities in the areas of inclusion, UDL, literacy, math, social/emotional/behavior, differentiated instruction and transition are provided by district staff, field experts/consultants, IU5/TaC, PDE/PaTTAN and university-based consultants via individual and/or small group consult/training, Inservice/Act-80 days, webinars/teleconferences, workshops and site-based training.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. As part of the development and review of the IEP when making educational decisions, the IEP Team discusses the student's strengths and needs, relative to the use of supplementary aids and services, to ensure meaningful participation of students with disabilities in extracurricular activities. Analysis of the

instructional, physical and social environment, and identification of potential barriers to access, determines if and what supplementary aids and services may be needed to eliminate barriers and promote meaningful participation. These aids/services can involve collaboration with support personnel, specific instructional strategies, physical adaptations to the environment, and/or social/behavioral supports. A few specific examples include: sign language interpreter; special transportation; adapted reading materials (reading level, enlarged text, Braille, read-aloud/text-to-speech); preferential seating; visuals/picture cues, adapted equipment/materials/furniture; communication device; positive behavior plans; pre-teach/practice/review (ie, task analysis to break down steps, social skills, social stories, role playing, fine and gross motor skills, following directions, vocabulary) relative to the activity.

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?

CASD works collaboratively with the private institutions in which our students attend, and remain involved in educational placement decisions as part of the student's IEP Team. We recognize that our students in these placements may not have the opportunity to be educated with non-disabled peers due to their highly specialized and intensive programming and support needs and the constraints of the facilities. There are no private institutions located within our school district, so our students in placement are transported a considerable distance, with travel times being over an hour each way. All CASD students, regardless of where they attend school, are encouraged and welcome to participate in CASD lead extra-curricular activities. We work closely with the facilities, students' families and the host districts to overcome the barriers to participation in CASD lead extracurricular activities to the greatest extent possible. However, the travel time from the private institutions often makes it prohibitive for our students placed there, especially when many of these activities take place at the end of the school day.

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)

CASD is committed to educating all students in the least restrictive environment and offers a continuum of support and services, ranging from itinerant support in general education settings to full-time placement in a special education classroom, to meet the needs of the majority of our students within our district schools. Learning Support, Emotional Support and Life Skills Support services are available in each building/grade level bands K-12. Currently, dedicated Autistic Support is provided in our elementary and middle schools (K-8), with expanding into the high school (grades 9-12) in the near future. Related services, including speech, occupational therapy, physical therapy, assistive tech, counseling, itinerant vision and mobility support, and itinerant hearing support, are provided by either district personnel or contracted through IU5. A very small number of students with significant disabilities or that require highly specialized and/or intensive interventions and supports that cannot feasibly be provided within our district programs, are placed in out-of-district facilities to best meet their unique needs. Over the last few years we have had an increase in student mental health concerns across the district, some significant enough to be deemed medical necessity for partial hospitalization and even residential placement. In addition to what is currently being provided through Emotional Support and SAP, the district is focused on the strategic development of appropriate preventative and intervention programming to more effectively support students' mental health needs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Elizabeth Lee Black School	Approved Private School (APS)		Barber National Institute	Autistic Support	1
Elizabeth Lee Black School	Approved Private School (APS)		Barber National Institute	Life Skills Support	2
Cambridge Springs Elementary School	Other	Public School	PENNCREST School District/IU5	Deaf and Hard of Hearing Support	1
Cambridge Springs Jr/Sr High School	Other	Public School	PENNCREST School District/IU5	Deaf and Hard of Hearing Support	1
Elizabeth Lee Black School	Approved Private School (APS)		Barber National Institute	Multiple Disabilities Support	1

Positive Behavior Support

Date of Approval
2022-02-24

Uploaded Files

Behavior Support Policy.html

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

CASD has developed a network of supports to help meet the social-emotional needs of all students, including those with disabilities. School counselors provide whole class lessons and targeted small group and individual student interventions that support the development of appropriate coping skills, self-regulation and social skills across all grade levels (K-12) in each school building. We contract Behavior Consultant Services through IU5 to conduct classroom observations and provide recommendations and strategies for how we might better meet the unique behavioral support needs of our students with disabilities. Through School-Wide Positive Behavior Interventions and Supports (SWPBIS) initiatives, CASD has implemented a variety of best-practice strategies in each building to enhance and maintain a positive school community, increase pro-social behavior, and increase student achievement. Students who do not respond to this level of intervention may participate in specialized pro-social skills groups, utilize individualized behavior charts, Check & Connect, and/or other check-in/check-out plans. For students needing even more intensive interventions and supports, individual counseling, behavior assessments and/or referral to outside services are considered. School based teams are in place in each building: Student Assistance Program (SAP) at the middle/high school and Child Study at elementary. These teams, along with 504 and IEP teams, regularly review data and input provided by teachers, parents and community providers, when applicable, to determine if and what additional supports are needed for individual students. This can include mental health and drug and alcohol counseling through SAP, and psychological counseling as a related service. Students whose behavior impedes learning have a full functional behavior assessment and a Positive Behavior Support Plan implemented as part of their specially designed instruction. A full continuum of Emotional Support services, including specially designed instruction and behavioral accommodations and supports across all school environments provided by certified special education teachers and highly trained paraprofessionals, is available in all schools K-12. In 2017-18, CASD was selected as one of three Erie County school districts to pilot a Community School Based Behavioral Health Program in partnership with regional and community service providers. The district continues to partner with Bethesda Lutheran Services to support elementary students at Corry Primary School (K-2) with behavioral and/or emotional challenges. Treatment is strengths based, individualized to address the family's particular needs, and teach the students new ways to better manage feelings and behaviors. Since the CSBBH Team is in the school building, supports and services can be closely coordinated with school staff and compliment school interventions and special education programming.

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 CASD provides regular training in the use of positive behavior supports, de-escalation techniques, and best-practice strategies for response to behavior. Administrators, special education and other district personnel working directly with students are provided annual Handle With Care training by certified district trainers. Recent social/emotional and behavior-related district-wide professional development topics have included trauma informed practices and

compassionate care, anxiety in the schools and supporting school communities, supporting challenging behaviors in the classroom and responsive classroom. Emotional Support teachers and staff receive supports and trainings specific to their needs. IU5 and PaTTAN provide ongoing training as well as strategic consultative support throughout the year to assist with individual student and classroom behavior concerns.

3. Describe the district positive school wide support programs.

CASD has implemented a behavior initiative under School Wide Positive Behavior Intervention and Support (SWPBIS). District-wide student expectations are in place K-12: Be Respectful, Be Responsible and Be Ready. The district's goals through this initiative are to enhance and maintain a positive school environment, reduce problem behavior, increase pro-social behavior, and increase student achievement by facilitating a strong and positive school community. Students have daily exposure to the Expected Behavior Matrix in multiple ways. The matrix is posted in classrooms and common areas in each building. At the elementary level, expected behaviors are integrated into individual classroom management systems with lessons designed to directly teach and reinforce them. Lessons are presented in coordination with the classroom teacher, building administration and the classroom teacher. At the secondary level, all students are presented a review of expected behaviors and routines during the first few days of the new school year, discussing both classroom and school-wide expectations. Mini-lessons have also been developed to focus on specific components of the matrix and presented throughout the school year. Students are acknowledged for meeting behavior expectations and encouraged to model positive behavior traits through a variety of age-appropriate strategies, including specific positive praise, parent contact and classroom and school-wide incentives. In each building, specialized pro-social skills groups, individualized behavior plans and contracts, and check-in/check-out routines are implemented with students that require a higher level of intervention to support development of appropriate school behaviors.

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

School-based behavioral health services include Child Study at the elementary and Student Assistance Program (SAP) at secondary to assess and assist students experiencing difficulties that interfere with their academic success. School counselors are available full-time in each building to provide supports and services to students in need. An on-sight licensed mental health counselor provides site-based psycho-social screenings for assessment, recommendations and/or short-term treatment; provides action plan/behavior management interventions; links families and students to appropriate community agencies and services; acts as a liaison between agencies and the school; and provides crisis assistance/intervention/and postvention, as needed. Administrators, school psychologists, school counselors and many secondary teachers have received SAP training and are assigned as case managers to referred students. SAP case managers meet regularly with their assigned students, monitor academics, attendance and discipline and offer support and strategies for school success. Through SAP, students can also be referred for DNA when there are concerns with drugs and/or alcohol, and outside mental health services for students at significant risk. Drumming groups, run by school counselors, connect students with similar experience support groups in therapeutic drumming for anxiety, anger management, emotional regulation and grief. The Mentorship Program pairs students with an adult or peer mentor to foster school engagement and positive relationships. CASD also works closely with Erie County Care Management and community and regional service providers, such as Safe Journey, Highmark Caring Place, Red Cross, Pyramid and other agencies to help meet the mental health needs of our students.

5. Describe the district restraint procedure.

The CASD considers the use of restraints as a last resort option, implemented only when a student is in immediate danger of physical harm to self or others, and all other viable options for de-escalation have been exhausted. District and building administrators, counselors, special education teachers and paraprofessionals receive annual crisis prevention training in Handle With Care, which includes both research-based verbal de-escalation strategies and proprietary safe and effective physical intervention techniques. In the event a hands-on restraint or escort is necessary, trained staff initiate and support

the process. Immediately after the restraint, when the student is calm and it is safe to do so, the parent/guardian and the Director of Special Education are notified by school staff. The restraint is documented on a district restraint reporting form to capture the details of the events and submitted to Director of Special Education for reporting to PDE, along with any other related documentation. The student's Case Manager schedules a follow-up IEP meeting to be held within ten school days of the restraint. The parent may waive this meeting requirement, however, if a signed waiver is not received within the ten days, the scheduled IEP meeting is still held. At that time, the IEP Team reviews current programming and considers the need for revisions to the IEP and/or PBSP, new FBA /Reevaluation, or a change of placement, to address the student's behavioral concerns.

Intensive Interagency

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

At this time, the CASD has no students placed on Instruction Conducted in the Home or who are at substantial risk of waiting for appropriate educational placement. The district is able to offer a full continuum of services within our schools for most disability categories. For students with low incidence disabilities that require more intensive intervention and supports than what can feasibly be provided by current district special education programs and/or personnel, we work collaboratively with neighboring districts, IU5 and other regional agencies and facilities to ensure students receive the supports and services needed for the provision of FAPE.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WallsHS/LS	Secondary	Full-time (1.0)	04/14/2022 08:51 AM

Building Name		
Corry 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 18
Age Range Justification		FTE %
		0.14

Building Name		
Corry Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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McCammonHS/ES	Secondary	Full-time (1.0)	04/14/2022 08:52 AM
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Building Name		
Corry Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

Building Name		
Corry Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.55

Building Name		
Corry Area HS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LyngarkosHS/LS	Secondary	Full-time (1.0)	04/14/2022 08:46 AM

Building Name		
Corry Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Corry Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KolashHS/LS	Secondary	Full-time (1.0)	04/14/2022 08:44 AM

Building Name		
Corry Area HS		
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	Secondary	14 to 16
Age Range Justification		FTE %
		0.32

Building Name		
Corry Area HS		
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	14 to 16
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DanielsHS/LSS	Secondary	Full-time (1.0)	04/14/2022 08:36 AM

Building Name		
Corry 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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Corry 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)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16

Age Range Justification	FTE %
	0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ChludzinskiHS/LS	Secondary	Full-time (1.0)	04/14/2022 08:32 AM

Building Name		
Corry Area HS		
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	Secondary	17 to 18
Age Range Justification		FTE %
		0.42

Building Name		
Corry Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BrittenHS/LS	Secondary	Full-time (1.0)	04/14/2022 08:30 AM

Building Name		
Corry Area HS		
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	Secondary	14 to 17
Age Range Justification		FTE %
		0.42

Building Name		
Corry Area HS		
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	17 to 19
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WojcicehowskiMS/LSS	Secondary	Full-time (1.0)	04/14/2022 08:41 AM

Building Name		
Corry Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.05

Building Name		
Corry Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.08

Building Name		
Corry Area MS		
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Corry Area MS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.13

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LittleMS/LS	Secondary	Full-time (1.0)	04/14/2022 08:24 AM

Building Name		
Corry Area MS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Corry Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KuzmaMS/ES	Secondary	Full-time (1.0)	04/12/2022 01:05 PM

Building Name		
Corry 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	13 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Corry Area MS		
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	14 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Corry Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
KalikaMS/LS	Secondary	Full-time (1.0)	04/12/2022 01:02 PM

Building Name		
Corry Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.28

Building Name		
Corry 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	13 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HoodMS/ES	Secondary	Full-time (1.0)	04/12/2022 01:00 PM

Building Name		
Corry Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.14

Building Name		
Corry Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.1

Building Name		
Corry Area MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ConroyMS/LS	Secondary	Full-time (1.0)	04/12/2022 12:53 PM

Building Name		
Corry Area MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	10	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Corry 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	12 to 14

Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AndrzejczakMS/AS	Secondary	Full-time (1.0)	04/12/2022 12:50 PM

Building Name		
Corry Area MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Corry Area MS		
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	Secondary	11 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
UplingerCAIS/ES	Elementary	Full-time (1.0)	04/11/2022 11:35 AM

Building Name		
Corry Area Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.18

Building Name		
Corry Area Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.2

Building Name		
Corry Area Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ReynoldsCAIS/LS	Elementary	Full-time (1.0)	04/11/2022 11:29 AM

Building Name		
Corry Area 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	8 to 9
Age Range Justification		FTE %
		0.4

Building Name		
Corry Area Intrmd 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	8 to 9
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LoopCAIS/LS	Elementary	Full-time (1.0)	04/11/2022 11:25 AM

Building Name		
Corry Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.34

Building Name		
Corry Area Intrmd 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	10 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MeredithCAIS/LS	Elementary	Full-time (1.0)	04/11/2022 11:21 AM

Building Name		
Corry Area Intrmd Sch		
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	Elementary	9 to 10
Age Range Justification		FTE %
		0.5

Building Name		
Corry Area Intrmd 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	9 to 10
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DunmireCAIS/AS	Elementary	Full-time (1.0)	04/11/2022 11:16 AM

Building Name		
Corry Area Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.17

Building Name		
Corry Area Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.25

Building Name		
Corry Area 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
CrumCAIS/LSS	Elementary	Full-time (1.0)	04/14/2022 08:54 AM

Building Name		
Corry Area Intrmd Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10

Age Range Justification	FTE %
	0.05

Building Name		
Corry Area Intrmd Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HalfstCAPS/SPL	Elementary	Full-time (1.0)	04/11/2022 11:05 AM

Building Name		
Corry Area Primary Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WilliamsCAPS/LS	Elementary	Full-time (1.0)	04/11/2022 11:02 AM

Building Name		
Corry Area Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.18

Building Name		
Corry Area Primary Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HolcombCAPS/LSS	Elementary	Full-time (1.0)	04/11/2022 10:59 AM

Building Name		
Corry Area Primary Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.05

Building Name		
Corry Area Primary Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HeilCAPS/ES	Elementary	Full-time (1.0)	04/11/2022 10:55 AM

Building Name		
Corry Area Primary Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Corry Area Primary Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional 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 %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CancholaCAPS/AS	Elementary	Full-time (1.0)	04/11/2022 10:52 AM

Building Name		
Corry Area Primary Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Corry Area Primary 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 8
Age Range Justification		FTE %
		0.38

Building Name		
Corry Area Primary 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	6 to 6
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BrundageCAPS/LS	Elementary	Full-time (1.0)	04/11/2022 10:48 AM

Building Name	
Corry Area Primary Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	8
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.16

Special Education Facilities

Building Name		Room #
Corry Area MS		15
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 22 feet, 0 inches	638sqft	22
Implementation Date		
2022-04-14		
Uploaded Files		

1Assurance Check

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

Building Name		Room #
Corry Area MS		27
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
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-04-14		
Uploaded Files		

2 Assurance Check

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

Building Name		Room #
Corry Area MS		29
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, 0 inches x 22 feet, 0 inches	462sqft	16
Implementation Date		
2022-04-14		
Uploaded Files		

3 Assurance Check

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

Building Name		Room #
Corry Area MS		35
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
16 feet, 0 inches x 20 feet, 0 inches	320sqft	11
Implementation Date		
2022-04-14		
Uploaded Files		

4Assurance Check

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

Building Name		Room #
Corry Area MS		54
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
40 feet, 0 inches x 22 feet, 0 inches	880sqft	31
Implementation Date		
2022-04-14		
Uploaded Files		

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5 Assurance Check

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

Building Name		Room #
Corry Area HS		40
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
27 feet, 0 inches x 22 feet, 0 inches	594sqft	21
Implementation Date		
2022-04-14		
Uploaded Files		

6 Assurance Check

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

Building Name		Room #
Corry Area HS		42
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
22 feet, 0 inches x 22 feet, 0 inches	484sqft	17
Implementation Date		
2022-04-14		
Uploaded Files		

7Assurance Check

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

Building Name		Room #
Corry Area HS		52
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
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-04-14		
Uploaded Files		

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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	

Building Name		Room #
Corry Area HS		63
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
30 feet, 0 inches x 22 feet, 0 inches	660sqft	23
Implementation Date		
2022-04-14		
Uploaded Files		

9 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	

Building Name		Room #
Corry Area HS		83
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
24 feet, 0 inches x 11 feet, 0 inches	264sqft	9
Implementation Date		
2022-04-14		
Uploaded Files		

10Assurance Check

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

Building Name		Room #
Corry Area Primary Sch		104
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
47 feet, 0 inches x 20 feet, 0 inches	940sqft	33
Implementation Date		
2022-04-14		
Uploaded Files		

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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	

Building Name		Room #
Corry Area Primary Sch		422
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 0 inches x 22 feet, 0 inches	308sqft	11
Implementation Date		
2022-04-14		
Uploaded Files		

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	

Building Name		Room #
Corry Area Primary Sch		213
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-04-14		
Uploaded Files		

13Assurance Check

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

Building Name		Room #
Corry Area Primary Sch		212
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 27 feet, 0 inches	702sqft	25
Implementation Date		
2022-04-14		
Uploaded Files		

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14 Assurance Check

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

Building Name		Room #
Corry Area Primary Sch		302
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 30 feet, 0 inches	780sqft	27
Implementation Date		
2022-04-14		
Uploaded Files		

15 Assurance Check

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

Building Name		Room #
Corry Area Intrmd Sch		511
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 28 feet, 0 inches	840sqft	30
Implementation Date		
2022-04-14		
Uploaded Files		

16Assurance Check

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

Building Name		Room #
Corry Area Intrmd Sch		510
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 29 feet, 0 inches	870sqft	31
Implementation Date		
2022-04-14		
Uploaded Files		

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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	

Building Name		Room #
Corry Area Intrmd Sch		314
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, 0 inches x 34 feet, 0 inches	748sqft	26
Implementation Date		
2022-04-14		
Uploaded Files		

18 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	

Building Name		Room #
Corry Area Intrmd Sch		403
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 31 feet, 0 inches	930sqft	33
Implementation Date		
2022-04-14		
Uploaded Files		

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		Room #
Corry Area Intrmd Sch		213
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 31 feet, 0 inches	930sqft	33
Implementation Date		
2022-04-14		
Uploaded Files		

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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	

Building Name		Room #
Corry Area Intrmd Sch		318
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 20 feet, 0 inches	600sqft	21
Implementation Date		
2022-04-14		
Uploaded Files		

21 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	

Building Name		Room #
Corry Area Primary Sch		416
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, 0 inches x 23 feet, 0 inches	506sqft	18
Implementation Date		
2022-04-19		
Uploaded Files		

22Assurance 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

23Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	9	Elementary	District
Paraprofessionals	6	Secondary	District
School Psychologist	1	District Wide	District
School Psychologist	1	District Wide	Contractor
Guidance Counselor	3	Elementary	District
Guidance Counselor	3	Secondary	District
Other	1	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Teachers and staff will be provided an overview of common characteristics of students with Autism. Research-based instructional strategies and interventions to help improve social and communication skills, as well as sensory needs will be addressed.			
Lead Person/Position		Year of Training	
District Staff and IU5/District AS Teachers and IU5 TaC		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
SWPBIS-School Wide Positive Behavior Intervention and Support			
Lead Person/Position		Year of Training	
District Staff and IU5/District Administrators and IU5 TaC		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training	
SWPBIS-School Wide Positive Behavior Intervention and Support	
Lead Person/Position	Year of Training

District Staff and IU5/District Administrators and IU5 TaC		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
SWPBIS-School Wide Positive Behavior Intervention and Support			
Lead Person/Position		Year of Training	
District Staff and IU5/District Administrators and IU5 TaC		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Handle With Care			
Lead Person/Position		Year of Training	
District Staff/District Trainers		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Handle With Care			
Lead Person/Position		Year of Training	
District Staff/District Trainers		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers Other

Description of Training			
Handle With Care			
Lead Person/Position		Year of Training	
District Staff/District Trainers		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
CPR and First Aid			
Lead Person/Position		Year of Training	
District Staff/CTC Health Care		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience

3	1	District	Paraprofessionals
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Description of Training			
Handle With Care			
Lead Person/Position		Year of Training	
District Staff/District Trainers		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals

Description of Training			
Handle With Care			
Lead Person/Position		Year of Training	
District Staff/District Trainers		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals

Description of Training			
Handle With Care			
Lead Person/Position		Year of Training	
District Staff/District Trainers		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Paraprofessionals

Description of Training	
Youth Mental Health	
Lead Person/Position	Year of Training

District Staff/Certified Mental Health Counselor		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District	Paraprofessionals

Description of Training			
PaTTAN Paraprofessional Series (Inclusive Practices)			
Lead Person/Position		Year of Training	
District Staff/Director of Special Education		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
6	3	PaTTAN	Paraprofessionals

Transition

Description of Training			
Transition Planning: A review of non-negotiables and best-practice strategies for transition planning			
Lead Person/Position		Year of Training	
District Staff/Director of Special Education		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Special Education Teachers

Description of Training			
Transition Planning: A review of non-negotiables and best-practice strategies for transition planning			
Lead Person/Position		Year of Training	
District Staff/Director of Special Education		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience

1	1	District	Building Administrators Special Education Teachers
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Description of Training			
Transition Planning: A review of non-negotiables and best-practice strategies for transition planning			
Lead Person/Position		Year of Training	
District Staff/Director of Special Education		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Special Education Teachers

Science of Literacy

Description of Training			
Acadience Reading			
Lead Person/Position		Year of Training	
District Staff and IU5/Director of Special Education and IU5 TaC		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
Community Services for Parents of Students With Disabilities			
Lead Person/Position		Year of Training	
IU5/Family Support Center		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience

2	1	Intermediate Unit	Parents Special Education Teachers
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IEP Development

Description of Training			
IEP Development, Procedures, Guidelines and Compliance			
Lead Person/Position		Year of Training	
District Staff/Director of Special Education		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
IEP Development, Procedures, Guidelines and Compliance			
Lead Person/Position		Year of Training	
District Staff/Director of Special Education		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
IEP Development, Procedures, Guidelines and Compliance			
Lead Person/Position		Year of Training	
District Staff/Director of Special Education		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience

2	1	District Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Special Education Teachers
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Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

