

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Commodore Perry SD		104431304	
<b>Address 1</b>			
3002 Perry Hwy			
<b>Address 2</b>			
<b>City</b>		<b>State</b>	<b>Zip</b>
Hadley		PA	16130
<b>Director of Special Education Name</b>			
Mr. James DeSantis			
<b>Director of Special Education Email</b>			
jdesantis@cppanthers.org			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
724-253-2232		1249	
<b>Chief Administrator Name</b>			
Mr Kenneth C Jewell			
<b>Chief Administrator Email</b>			
kjewell@cppanthers.org			

## Special Education Students

**Total Number of Students Receiving Special Education** 97

**School District Total Student Enrollment** 424

**Percent of Students Receiving Special Education** 22.9

## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Kenneth Jewell	Superintendent	Commodore Perry SD	kjewell@cpanthers.org
Kyle Shook	Board Member	Commodore Perry SD	kshook@cpanthers.org
Michael Wright	Building Principal	Commodore Perry JSHS	mwright@cpanthers.org
James DeSantis	Director of Special Education	Commodore Perry SD	jdesantis@cpanthers.org
Dan Basso	Special Education Teacher	Commodore Perry JSHS	dbasso@cpanthers.org
Stephanie Clawges	Building Principal	Commodore Perry Sch	sclawges@cpanthers.org
Shani Eddy	Special Education Teacher	Commodore Perry JSHS	seddy@cpanthers.org
Nikki Williams	General Education Teacher	Commodore Perry JSHS	nwilliams@cpanthers.org
Erica Owens	Parent	Commodore Perry JSHS	owenserica15@gmail.com
Amanda Sullivan	General Education Teacher	Commodore Perry Sch	asullivan@cpanthers.org
Sandra Wilson	Parent	Commodore Perry Sch	sandycwilson@gmail.com

## School District Areas of Improvement and Planning - Indicators

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

**Indicator not flagged at this time.**

### Disproportionate Representation by Race/Ethnicity (Indicator 9)

**Indicator not flagged at this time.**

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

**Indicator not flagged at this time.**

### Timely Initial Evaluations (Indicator 11)

**Indicator not flagged at this time.**

### Secondary Transition (Indicator 13)

**Indicator not flagged at this time.**

Graduation (Indicator 1)

**Indicator not flagged at this time.**

Drop Out (Indicator 2)

**Indicator not flagged at this time.**

Assessment (Indicator 3)

**Indicator not flagged at this time.**

Education Environments (Indicator 5)

**Indicator not flagged at this time.**

Parent Involvement (Indicator 8)

**Indicator not flagged at this time.**

## Early Childhood Transition (Indicator 12)

**Indicator not flagged at this time.**

## Post-School Outcomes (Indicator 14)

**Indicator not flagged at this time.**

## Resolution Sessions (Indicator 15)

**Indicator not flagged at this time.**

## Mediation (Indicator 16)

**Indicator not flagged at this time.**

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

## Identification Method

Identify the 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.)**

If we were a host school, the district would meet with the team to determine the needs of the student, providing as much time in the regular education setting as possible, with access to services being available throughout the day as needed. As students enrolled in the 1306 program, we would communicate with the home district to determine whether the student was receiving services as a student identified for Chapter 14 or Chapter 15 services. Upon reviewing the documents, we would schedule an IEP meeting and request that the home district provide some updated teacher input to include in the newly developed IEP for the facility. We would invite representatives from the home district including the LEA, home district regular education teacher and special education teacher, as well as the 1306 facility special education teacher, regular education teacher, school psychologist, and LEA for this facility, as well as any additional related service personnel that would be required for the student. As a team, we would determine the level of support the student requires and work with the 1306 facility to ensure that a special education teacher is available to go on-site to provide services as they are required by the IEP. If an in-house special education teacher was not available to provide the services to the student, we would work with the local intermediate unit to contract for a teacher to provide those services or we would hire a part-time teacher, depending on the level of need and availability of staff. Staying connected with the local Intermediate Unit, we would work with them to determine placement of individuals in the facility based on the Child Find reports that are completed monthly. Additionally, any new student enrolled in the facility will be added to an shared IEP Writer account between the facility and district to ensure that notification of a new student occurs promptly. Training for staff will be conducted with the assistance of the intermediate unit either as separate trainings or in conjunction with trainings conducted for the staff within our home district. To meet the needs of students with more complex needs, contracted services will be provided through the local intermediate unit, Mercer County Behavioral Health Commission, and the Office of Vocational Rehabilitation to ensure all needs are being met.

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

If we were a host school, we would remain in continuous contact with the home school, ensuring that they are aware of how the student is doing in the current setting. This would be done through weekly progress reports to the district via email. Also, parental communication with parents of students within the 1306 facility would occur just as it does for the host district. Quarterly progress reports of progress will be sent home as well as emails and mailing regarding any new opportunities that the students would be eligible to participate in. Parents would be invited to all IEP and MDT meetings to be active members of their child's education and ensure FAPE. Additionally, when the time to transition were to arise, we would meet as a team to discuss the best way and time to transition the student back to their home school whether it be for shortened days, one day per week at a time, etc. The decision would be based on recommendations from all members of the team and what they believe will ensure that the student transitions with success.



## 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 SPP target is to have 61.5% of our population being educated inside the regular education classroom 80% or more of the school day. Our district has achieved that target with 67% of our population receiving instruction within the regular education classroom 80% or more of the school day. Commodore Perry's numbers are too small to generate a target group for the other two targeted areas.

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?**

The Commodore Perry School District practices the policy that the Least Restrictive Environment for an individual student is dependent upon the IEP Team's determination of what is appropriate for the student. The discussion regarding the educational placement for the student always begins with considerations by the IEP Team for the option of service delivery in the regular education classroom with supplementary aids and services. The IEP team, as part of the IEP process, answers the questions regarding SAS and extracurricular activities to further clarify the needs in the least restrictive environment. For students who may need more intensive programming, the District has a comprehensive array of programs and services available within the District, at locations in neighboring districts operated by the Intermediate Unit or through other districts, or through participation in Intermediate Unit operated multiple-district programs located within the three county area. Programming is also provided through locally operated private institutions. All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the placement continuum beginning with programs and services at the student's home school building, flow through the following process:

- The school district will assure that the placement decision is made at the IEP meeting with parent participation.
- The student's full range of needs will be examined including socialization needs.
- An Instructional Support Team approach and referral system, based on Response to Intervention & Instruction screeners, identifies students in need. Before a student is removed from the regular education environment, there will be a demonstration that education in that environment is not satisfactory even with supplemental aides and services as well as previously tried intensive interventions.
- Various in-house supports are used including Title I, inclusive remediation skills reading/math groups, academic resources, AmeriCorps tutors, classroom adaptations and accommodations, counseling support, behavior support plans, social skills instruction, and cross-age and peer tutoring.
- A full range of placement options will be available and considered at each individual child's IEP meeting. This will include supplemental aids and services.
- The justifications given for any restrictions that might be placed upon the student will be educational justifications and not for administrative or staff convenience.
- When there is justifiable restriction for one part of the program, the IEP team will consider other elements of the curriculum and extracurricular opportunities for integrated activities.
- Within the framework of the district's strategic plan, inclusive instruction is determined when appropriate to the students' needs, while maintaining the continuum of services required by law.

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.**

Our district employees have the opportunity to attend workshops/trainings/conferences offered through PDE, our local intermediate unit, and PATTAN in an effort to stay up to date and/or further their understanding of current strategies and techniques for working with students with disabilities in the regular education setting. Additionally, our special education coordinator is a trainer in safety care and is working to get all staff trained in safety care.

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

The following is a list of supplementary aids and services which allow students to be successful in the general education environment:

- Instructional aids
- Extended time
- Scribing/transcribing
- Tests read aloud
- Fewer answer choices
- Separate location for testing
- Small group

testing/instruction • Use of FM System • Preferential seating • Frequent feedback • Sensory stimulation as needed with access to sensory room if necessary • Social lunches • Use of calculator • Community based education • Job coaching • Assistive technology • Notes provided • Use of graphic organizers • Allow students to retake tests when a D or F is earned • Word banks • Use of slant board • Set of books to keep at home • Sensory seat cushions • Adapted pencil grips • Note-taking system (carbon copy notes) • Specialized paper (lined, bigger spaces, etc.) • Spacers for use between words • Use of highlighters • Reduced assignments • Use of word processor • Resource time • Positive behavior support plan • Early intervention transition meetings • Differentiated instruction • Specialized transportation • Counseling support • SAP training and support • Family services • Full time nursing services • PT, OT, Vision therapy • Speech therapy • Hearing support • Inclusion teachers • Safety Care • Personal Care Assistant • Bus restraints (seat belts) • Self-Care Assistance (laundry, showers, clothing, hygiene, etc)

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.**

Students who are educated in a private institution are reevaluated by our district and a plan is developed and presented to the parents/guardians of those students with a suggested plan of action. The parents/guardians have the opportunity to deny, enroll in dual enrollment, or accept the plan of action as presented by re-enrolling the student in the home district. These students are included in district-level emails and information is disseminated to them in the same manner that students who were being educated within the district would receive information regarding participation in district-led extracurricular activities. Each student is still assigned a school email address so that when information specific to their grade-level is sent out, the parents have access to that information. Students in out-of-district placements have the opportunity to participate in school dances, sports activities, and school clubs, if they so choose. Those students that choose to participate in sports, but require supports to participate in those activities, are supported through individual personnel that are hired for those specific activities. Additionally, we are currently working to start a Unified Sports program with the assistance of the Special Olympics to ensure that students of all levels of disability have opportunities to participate in extra-curricular opportunities.

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).**

Three years ago, our district expanded our in-district programming to meet the needs of students who we were not able to find an out-of-district placement. For this reason, the district continues to grow the new Life Skills/Emotional Support classroom to eventually open it up to neighboring districts who may have a similar need for a program similar to the one we have created. Although these students have increased the level of supports that they need, we still are finding opportunities for the students in this classroom to be with their regular education peers as much as possible. This includes recess, lunch, specials, field trips, and club activities after school. We do recognize that, as the students in that program age, we will need to be looking at expanding the Elementary classroom to a Junior High/High School placement as well.

Out of District Placements

<b>Facility Name</b>	<b>Facility Type</b>	<b>Other</b>	<b>Operated By</b>	<b>Service Type</b>	<b>Number of Students Placed</b>
St. Stephen's Lutheran Academy	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	3
Sharpsville Area School District	Other	Public School	Sharpsville Area School District	Life Skills Support	2
St. Stephen's Lutheran Academy	Licensed Private Academic		Glade Run Lutheran Services	Emotional Support	3

## Positive Behavior Support

### Date of Approval

2017-10-16

### Uploaded Files

Behavior Support Policy.pdf

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

In K-6, we have an instructional support program. Students can be referred to this program by teachers or parents/guardians for a variety of reasons including academic, behavioral, emotional, etc. Once students are referred, the instructional support teacher spends several hours observing and working with these students. A meeting is held explaining the outcome of these sessions to the parents/guardians and any interventions deemed necessary by the team are put into place. Also, the Student Assistance Program is available to students in K-12. Students can be referred by themselves, parents, peers, or staff. Through this program, supports for social/emotional well-being are provided through Mercer Behavioral Health Commission. At the 7-12 grade level, students have access to the district guidance counselor who acts in a counseling capacity when necessary.

**2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.**

The district crisis team members are certified in safety care. The safety care curriculum encompasses de-escalation techniques and differential reinforcement, as well as training in physical management to be used as a last resort and only when necessary for the safety of the student, peers in the classroom, and/or staff. Additionally, in grades K-8, the staff have been trained in Responsive Classroom which is an evidence-based approach to teaching that is deeply rooted in social-emotional learning and focused on engaging academics, positive community, effective management, and developmental awareness. They are learning to create safe and joyful learning communities where every student can thrive—while helping their students develop strong social, emotional, and academic skills.

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

In the elementary, the Student of the Month is utilized where students are required to exhibit specific character traits each month and are nominated by their teachers and then acknowledged in a monthly parade. Panther pride awards are also given to students during the quarterly awards ceremony who demonstrate hard work and positive behavior throughout each quarter. At the secondary level, Student of the Month is also recognized and students are nominated by their teachers and recognized with a certificate, photo in the showcase, and additional privileges. All Student of the Month recipients are recognized in the local newspaper.

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

K-12 school based counseling services are offered and a districtwide student assistance program (SAP) is available for all students. Through the SAP program students may be referred to the SAP program by teachers, parents, self-referral, etc. After parent permission is granted, students are screened and evaluated by a counselor from Mercer County Behavioral Health Commission in order to determine the best course of action. Possible outcomes include:

monitoring the student by a SAP team case manager, school-based counseling, family-based counseling, drug and alcohol screening, outpatient services, and/or residential placement.

5. **Describe the School District's restraint procedure.**

Crisis teams for each level of education have been established and members of those teams are trained in Safety Care where they have learned de-escalation, differential reinforcement, and physical management techniques that can be used to safely manage situations as they arise. If a restraint is used, staff are to call for administrative support and following the incident, the appropriate paperwork is to be completed and submitted to the Special Education Coordinator and parents. The Special Education Coordinator then enters the data into the RISC system. A de-briefing with the staff and student(s) involved occurs after the student has returned to baseline.

## 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.**

If Commodore Perry School District is having difficulty ensuring FAPE for a particular student or particular disability category, the LEA will contact the Intermediate Unit for a recommendation of available placement options. Through collaboration with the intermediate unit, school psychologist, and parents, the district will bear the cost for educational services and transportation to an alternative placement throughout the duration of the student's enrollment in the Commodore Perry School District. At present, the Commodore Perry School District does not offer 7-12 life skills instruction, a self-contained 7-12 emotional support classroom, a self-contained deaf and hard of hearing classroom, or a self-contained autism classroom. The district has contracted with the intermediate unit for itinerant emotional support, deaf/hard of hearing support, and visual support services. There is a plan for expansion of the Life Skills/Emotional Support Classroom to the 7-12 age group when the need arises within the Commodore Perry School District if an out of district placement is not available to meet the needs of the students.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-6 Multi-Disabilities	Elementary	Full-time (1.0)	03/03/2026 08:50 AM

<b>Building Name</b>		
Commodore Perry Sch		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.2

<b>Building Name</b>		
Commodore Perry Sch		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades K-6)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 12
<b>Age Range Justification</b>		<b>FTE %</b>

Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.	0.08
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-12 Speech	Multiple	Full-time (1.0)	02/17/2026 05:20 PM

<b>Building Name</b>		
Commodore Perry SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		26
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	5 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5-6 Special Education	Elementary	Full-time (1.0)	02/17/2026 05:20 PM

<b>Building Name</b>		
Commodore Perry Sch		
<b>Support Type</b>		

Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.3

<b>Building Name</b>		
Commodore Perry Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
K-4 Special Education	Elementary	Full-time (1.0)	03/03/2026 08:50 AM

<b>Building Name</b>
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Commodore Perry Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.1

<b>Building Name</b>		
Commodore Perry Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
9-12 Special Education	Secondary	Full-time (1.0)	03/03/2026 08:50 AM

<b>Building Name</b>		
Commodore Perry JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		20
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.4

<b>Building Name</b>		
Commodore Perry JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
7-8 Special Education	Secondary	Full-time (1.0)	03/03/2026 08:50 AM

<b>Building Name</b>		
Commodore Perry JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.3

<b>Building Name</b>		
Commodore Perry JSHS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 15
<b>Age Range Justification</b>		<b>FTE %</b>
Age waivers are signed by all parents during the IEP meeting. Due to the level of functioning of these students, it is necessary to have them in the same classroom.		0.16



## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Commodore Perry JSHS		220
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 10 inches x 29 feet, 4 inches	640sqft	22
<b>Implementation Date</b>		
2023-01-09		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Commodore Perry JSHS		218
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 9 inches x 29 feet, 6 inches	641sqft	22
<b>Implementation Date</b>		
2023-02-17		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Commodore Perry Sch		216
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 10 inches x 22 feet, 0 inches	238sqft	8
<b>Implementation Date</b>		
2023-02-17		
<b>Uploaded Files</b>		

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

<b>Building Name</b>		<b>Room #</b>
Commodore Perry Sch		213
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 9 inches x 29 feet, 2 inches	663sqft	23
<b>Implementation Date</b>		
2023-02-17		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Commodore Perry Sch		211
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 3 inches x 29 feet, 7 inches	658sqft	23
<b>Implementation Date</b>		
2023-02-17		

<b>Uploaded Files</b>

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

<b>Building Name</b>		<b>Room #</b>
Commodore Perry Sch		123
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
21 feet, 10 inches x 28 feet, 8 inches	625sqft	22
<b>Implementation Date</b>		
2023-02-17		
<b>Uploaded Files</b>		

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

## Special Education Support Services

### 7Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
Director of Special Education	1	District Wide	District
Transition Coordinator	1	Secondary	District
Paraprofessionals	8	District Wide	District
School Psychologist	1	District Wide	District
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	1	Secondary	District
Other	2	District Wide	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Autism Overview: Understanding the Neurodivergent Learner			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
4	1	Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

### Positive Behavior Support

<b>Description of Training</b>			
Trauma Informed Approach in Education			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU		2027	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

### Paraprofessional

<b>Description of Training</b>
Safety Care

Lead Person/Position		Year of Training	
James DeSantis/Special Education Coordinator		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
8	2	District	Paraprofessionals

### Transition

Description of Training			
Transition Council Meetings			
Lead Person/Position		Year of Training	
IU - Karen Chambers/Kelly Whiting		2026	
		2027	
		2028	
		2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	4	Intermediate Unit	Building Administrators Special Education Teachers

### Science of Literacy

Description of Training			
Foundations Training			
Lead Person/Position		Year of Training	
IU		2026	
Hours Per Training	Number of Sessions	Provider	Audience

4	2	Other	General Education Teachers Special Education Teachers
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## Parent Training

Description of Training			
IEP vs 504 Plan: What is the Difference Between IEP and 504 Plans			
Lead Person/Position		Year of Training	
Understood (video) <a href="https://www.youtube.com/watch?v=A9TgDgHfdIY">https://www.youtube.com/watch?v=A9TgDgHfdIY</a>		2026	
Hours Per Training	Number of Sessions	Provider	Audience
.05	1	Other	Parents

Description of Training			
What is an IEP? - Individualized Education Program Explained			
Lead Person/Position		Year of Training	
Understood (video) <a href="https://www.youtube.com/watch?v=tGYO9XWhI2Y">https://www.youtube.com/watch?v=tGYO9XWhI2Y</a>		2026	
Hours Per Training	Number of Sessions	Provider	Audience
.05	1	Other	Parents

Description of Training			
What's the Difference Between Accommodations and Modifications			
Lead Person/Position		Year of Training	
Understood (video) <a href="https://www.youtube.com/watch?v=bkSvHF5Dj7U">https://www.youtube.com/watch?v=bkSvHF5Dj7U</a>		2026	
Hours Per Training	Number of Sessions	Provider	Audience

.025	1	Other	Parents
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Description of Training			
Cultivating Calm Trauma Informed Mindfulness in the Classroom			
Lead Person/Position		Year of Training	
PaTTAN Video ( <a href="https://www.youtube.com/watch?v=_RYn2eZdZLM">https://www.youtube.com/watch?v=_RYn2eZdZLM</a> )		2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	PaTTAN	Parents

Description of Training			
OVR 101			
Lead Person/Position		Year of Training	
PaTTAN Video ( <a href="https://www.youtube.com/watch?v=iJ0ucodBYA4">https://www.youtube.com/watch?v=iJ0ucodBYA4</a> )		2026	
Hours Per Training	Number of Sessions	Provider	Audience
.042	1	PaTTAN	Parents

Description of Training			
Specially Designed Instruction			
Lead Person/Position		Year of Training	
A Day in Our Shoes Video ( <a href="https://www.youtube.com/watch?v=1YYJPtjKuKo">https://www.youtube.com/watch?v=1YYJPtjKuKo</a> )		2026	
Hours Per Training	Number of Sessions	Provider	Audience
.033	1	Other	Parents

<b>Description of Training</b>			
The Trauma Informed Approach to Education			
<b>Lead Person/Position</b>			<b>Year of Training</b>
Different Brains Video ( <a href="https://www.youtube.com/watch?v=BmhY-OmF8FE">https://www.youtube.com/watch?v=BmhY-OmF8FE</a> )			2026
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
.35	1	Other	Parents

### IEP Development

<b>Description of Training</b>			
IEP Goal Writing			
<b>Lead Person/Position</b>			<b>Year of Training</b>
IU			2027
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	Intermediate Unit	Special Education Teachers

## Signatures & Affirmations

Approval Date

### Uploaded Files

School Affirmation Statement- Commodore Perry.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**

