

WEST SHORE SCHOOL DISTRICT

The school district's special education plan is an action plan that describes the local Board of School Director's commitment to ensure that a quality education will be provided to each of its students with a disability eligible for special education, over the upcoming three years. The content of the special education plan describes the special education program and services that are provided within a school district and those special education programs and services which are accessed by the school district from outside the school district's buildings.

Typically, the special education plan is completed by school districts in conjunction with the comprehensive plan structure. As part of our upcoming cyclical monitoring, we have been asked to revisit our special education plan.

The special education plan is being made available for public inspection and comment for 28 days, and will then be approved by the school board on Thursday, July 21, 2022, before being submitted to PDE.

Profile and Plan Essentials

Special Education Students

- Total Number of Students Receiving Special Education – 1,362
- School District Total Student Enrollment - 7,515
- Percent of Students Receiving Special Education - 18.1

Steering Committee

Name	Position/Role	Building	Email
Dr. Jennifer Leese	Director of Student Services	Administration Center	jleese@wssd.k12.pa.us
Ms. Jennifer Homoki	Director of Special Education	Administration Center	jhomoki@wssd.k12.pa.us
Mrs. Nicole Taylor	Director of Special Education	Administration Center	ntaylor@wssd.k12.pa.us
Dr. Todd Stoltz	Superintendent	Administration Center	tstoltz@wssd.k12.pa.us
Dr. Jamie Whye	Assistant Superintendent	Administration Center	jwhy@wssd.k12.pa.us
Mrs. Lisa Saar	General Education Teacher	Red Mill Elementary	lsaar@wssd.k12.pa.us
Mrs. Catherine Schairer	General Education Teacher	Rossmoyne Elementary	cschairer@wssd.k12.pa.us

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

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

Yes

Facility Name	Facility Type	Services Provided By	Total Students in Facility
United Methodist Home for Children	Residential Setting	District	22

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

The district ensures students receive a Free Appropriate Public Education (FAPE) in the least restrictive environment by partnering with the United Methodist Home for Children(UMHC) before their start date, holding biweekly meetings to discuss incoming

students. When a student has an IEP, the team discusses each student's individual needs, the most current IEP's provision of FAPE, and what supplementary aids and services are needed. Upon enrollment, the district reviews the current IEP, gathers information from agencies, home district, parent/surrogate(s), and implements or adopts the current IEP. A NOREP/PWN is issued to the individual with educational rights. Students who transfer into the district with an existing IEP participate in an IEP team meeting with the school counselor, instructional advisor, special education teacher, regular education teacher, parents/legal guardians, and principal/special education supervisor. At this meeting, records are reviewed, and the IEP is accepted and implemented immediately, providing comparable services. The district works collaboratively with sending districts, agencies, parents, and students to receive all information promptly. The records may include Evaluation Reports (ER), IEPs, health records, transcripts, discipline records, and any other pertinent information to ensure that the student receives services detailed in an IEP approved by the parent in the least restrictive environment. Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

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

To facilitate a smooth transition and return to the student's school district of residence, when the residential facility provides notice that a student is to be released from the facility, the district educational staff work with the student's school district of residence to prepare for the student's discharge. West Shore School District maintains contact with the school district of residence of the student to keep the school district of residence informed of its plans for educating their student and seeks the advice of that district concerning placement decisions. When notified, West Shore School District contacts the home or new host school district with the most updated educational records, progress monitoring, records of courses taken and credits earned, and copies of college and career readiness artifacts for post-secondary skills.

Incarcerated Students Oversight

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

No

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

Least Restrictive Environment

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

In the Special Education Data Report (SEDR) for the 2020-21 school year, the District educated 70.5% of the students in the regular education classroom for more than 80% of the school day. This was above the state average of 62.1%. For the 2019-2020 school year, the District educated 69.6% of students with IEPs in the regular education classroom for more than 80% of the school day. This is above the state average of 61.5%. Our inclusion rates grew from the 2018-2019 school year, where we only had 64.4% of students with IEPs in the regular education classroom for more than 80% of their school day. This is a result of the co-teaching initiative the District put in place. We have provided formal and informal training to staff on co-teaching to provide more inclusive practices for our students. In the SEDR for the 2021-21 school year, the District educated 8% of the students with IEPs in the regular classroom for less than 40% of the day. The state average was 9.8%. In the SEDR for 2019-2020, the District educated 7.1% of students with IEPs in the regular classroom for less than 40% of the day. The state average is 9.6%. This is a direct correlation to our co-teaching initiative. The District can continue to provide new teachers with training and support co-teaching pairs. In the 2020-21 school year, the District educated 1.8% of students in other settings. The state average was 4.7. In the 2019-2020 SEDR, the District educated 2% of students in other settings. This is below the state average at 4.8%. The District can offer various programs, including Autistic Support, Multiple Disabilities Support, Life Skills, and Emotional Support classrooms. The District is committed to promoting inclusive practices with all staff and providing formal and informal training throughout the District. The primary goal is to ensure students are educated in the least restrictive environment possible.

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?

Children have different learning styles and not all children will respond to the same instructional approach. The District utilizes a Multi-Tiered System of Support (MTSS) for our K-8 students. MTSS is a 3-tiered problem-solving approach, to identify and support students who are not experiencing success with our core curriculum and instructional strategies. Students who are not meeting the standards necessary for success will be provided with 2 levels of support beyond the core curriculum. At Tier 1 (i.e., core curriculum), the classroom teacher uses the core curriculum and school-wide positive behavior supports for all students including strategies to support students with different skill levels. At Tier 2, the core curriculum and school-wide positive behavior supports are supplemented with additional small-group interventions for students not successful at Tier 1. Students are provided with additional instruction in their area(s) of need. Parents will be notified in writing and proposed group interventions and support strategies will be described. In Tier 3, a small percentage of students who have not made adequate progress in Tier 2 are provided with more individualized and focused interventions. At the high school level, we have implemented Child Study Teams in which students are identified and interventions are implemented.

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

The District offers all levels of support; itinerant, supplemental, and full-time.

Expanding the co-teaching model has included students more in the general education curriculum. At all levels, students with IEPs participate with non-disabled peers to the maximum extent possible. At the elementary level, students participate through inclusion in homeroom, morning circle time, lunch, recess, assemblies, and other activities with their nondisabled peers. Special education teachers also push into the general education classroom and co-teach with general education teachers. The District still provides a supplemental level of support in ELA and mathematics in which students can be pulled out based on an IEP team decision. At the secondary level, general education classes are supported using a co-teaching model, giving students more opportunities to succeed in the regular education environment. The District also offers a supplementary level of support at the secondary level for ELA and mathematics that students can use based on an IEP team decision. The District utilizes researched-based programs at all levels to meet students' needs. The District has provided co-teaching training, whether formal or informal, to staff and will continue to do so for current and future co-teaching pairs. The District has also received training in the SETT process and has created a core SETT team that can train and help others.

The District has also contracted with the Capital Area Intermediate Unit (CAIU) for special education coaching. The IU consultants are placed with teachers or teams and provide personalized coaching in various areas, including inclusive practices, technology or curriculums, etc. We also have behavior specialists that work closely with teams to train them on Positive Behavior Support Plans (PBSPs). There are also elementary and secondary Instructional Advisors that work closely with teachers to discuss ways to improve inclusive practices.

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

The District has provided training to coaches on students' individualized needs to allow students to participate to the fullest extent possible. The District has also incorporated Specially Designed Instruction (SDI) into IEPs to help facilitate students' participation in extracurricular activities. The District has had teachers or staff model for coaches during extracurricular activities to help students. The District has also hired staff to assist individual students in extracurricular activities and scaffold support as necessary based on student needs.

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?

In compliance with Part 300 of the Individuals with Disabilities Education Act (Federal Regulations and PA Chapter 14 Special Education State Regulations), the District provides each student identified with a disability, without discrimination, an equal opportunity to participate and obtain an education in the least restrictive environment with the provision of supplementary aids and services and to participate in extracurricular activities to the maximum extent appropriate considering each student's specific needs and abilities. Maximum integration is ensured by discussing and addressing the individual needs of our students when developing an Individualized Education Program (IEP). During IEP meetings, team members discuss a student's strengths and need to determine ways for the student to be educated with nondisabled peers in the regular education environment. In addition, potential barriers are considered in conjunction with the types of supplementary aids and services that will be required for the student to meet with success within that environment. While

the District supports inclusive practices, it also recognizes that this decision needs to be based upon the student's individual needs and the extent to which it is appropriate for that student. Students are notified through newsletters, Schoology announcements, and the District website to sign up for these activities.

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)

The District is not having difficulty ensuring FAPE for all resident students. We offer a continuum of services for all exceptionalities and place students out of the district when we cannot support them. We have autistic support programs at the elementary and secondary levels to effectively program for the increasing number of students identified with an autism spectrum disorder. We've expanded our co-teaching opportunities at all levels to program more effectively within the least restrictive environment. If we were to experience an issue with placing a student at any time, we would work with the local CASSP Team and/or the Capital Area Intermediate Unit. We are self-sufficient and have not required many services due to interagency collaboration. We work with the Capital Area Intermediate Unit and other Approved Private Schools to provide services for some of our students in low incidence populations. Students identified with emotional support needs outside the scope of the District programs are temporarily placed into local alternative education programs.

In addition, we partner with several agencies to provide therapies for students; OT, PT, Speech, and ABA training and services for children with autism. These services are designed to meet all our student's needs in the District. We have a consortium arrangement with three local districts as a means of expanding our options for programming that keep students in a public-school setting. The District participates in interagency meetings in both counties for at-risk students. The District maintains successful programs for students requiring learning support, emotional support, autism support, multiple disabilities support, and life skills support. Vision and Deaf and Hard of Hearing support are also district-provided services. On the rare occasion, a student is placed out of the district is due to the severity of the impact the disability has on a child's ability to access the curriculum. These cases are most often for students requiring full-time emotional support or autism support. When a student enrolls and may be at risk of not being educated in the District, the District and the student's IEP team reviews current and historical information; the social worker supports the family, including linking them to community support services; the psychologist will perform any additional testing, a contract psychiatrist to complete evaluations and make recommendations to the team; initiates an interagency meeting with all stakeholders, intensifies the support in the building through the related services, social worker, psychologist, consultants if appropriate, and paraprofessionals. The District is committed to exhausting internal avenues before considering an out-of-district placement.

The District has expanded our programming by adding a therapeutic component to our elementary and middle school emotional support classrooms. We hope to continue to expand this into our high school emotional support programming. The District has also expanded programming for our 18-21-year-olds through West Shore Connect. The West Shore Connect program is housed at Central Penn College, where students can be with their same-aged peers, audit college classes, and practice their transition skills.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
River Rock Academy	Licensed Private Academic		PA Department of Human Services	Emotional Support	9
Capital Area Intermediate Unit	Other	Other Public Facility	Capital Area Intermediate Unit (Hill Top, Diakon, classrooms at other districts)	Emotional Support	15
Capital Academy	Licensed Private Academic		Specialized Education Services Incorporated	Emotional Support	1
New Story	Licensed Private Academic	Other Private School		Autistic Support	7
New Story	Licensed Private Academic	Other Private School		Emotional Support	2
The Vista School	Approved Private School (APS)	Other Private School		Autistic Support	2
Merakey				Autistic Support	1

Positive Behavior Support

Date of Approval: 2010-07-15

Uploaded Files

Behavior Support Policy WSSD.pdf

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

The District provides a series of proactive approaches and a continuum of services and support for students with disabilities who have social and emotional needs, including MTSS and PBIS tiered supports for students who may have more intensive emotional and social needs, and strives always to use that continuum to provide the least restrictive environment to all students. The District has two behavioral consultants who work with IEP teams to complete informal behavior plans, conduct functional behavior assessments, and create positive behavior support plans. The behavior consultants attend advanced tier and child study team meetings to facilitate the tiered intervention process. Through School-Wide Positive Behavioral Intervention and Supports, the District works to target and prevent inappropriate behavior by teaching, modeling, and reinforcing the appropriate behaviors/skills that students should exhibit. MTSS and PBIS are grounded in differentiated instruction. PBIS offers various interventions to students based on their demonstrated level of need. The West Shore School District offers an Emotional Support program for students in grades K-12. The

QUEST (Quality Emotional Support and Trauma) program is designed to provide a safe, structured, and nurturing environment that effectively supports students in achieving their goals that foster their return to a more typical educational setting. The service components offered include the following: Comprehensive educational assessment and instruction Crisis management by trained staff A comprehensive, intensive, and predictable behavior management system Group and individualized therapeutic component Social Skills Curriculum Self-regulation instruction Therapeutic counselor at the elementary and middle school levels Students enrolled in the QUEST program are determined to need a higher level of support academically, behaviorally, and socially. QUEST programming ensures that students are treated firmly and fairly while enforcing expectations consistently to secure program fidelity. The QUEST program creates a safe and secure classroom where the priority is learning and the dominant attitude is respect.

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's Positive Behavior Support Policy (113.2) aims to acknowledge that conduct is closely related to learning. An effective instructional program requires a caring and orderly school environment free from restrictions or injuries caused by the behaviors of others. To maintain a quality learning environment, students identified for special education support and services are subject to the same policies and regulations that govern general education students. These policies are explained in student handbooks and outlined in building procedures. The district requires each special education student to adhere to the rules and regulations promulgated by the administration and submit to such disciplinary measures as are appropriately assigned for any infraction of those rules. If a student's behavior interferes significantly with their and or another student's ability to learn, a Positive Behavior Support Plan will be incorporated into the child's Individualized Educational Program. Special education students who demonstrate behaviors that impede their learning and that of others must have positive behavior intervention plans incorporated into their IEPs. Positive Behavior Support Plans are developed based upon a Functional Behavioral Assessment and the data collected throughout a multiple-step process over a period of time. The IEP team gathers the most accurate picture of the behavior(s) impeding the student's learning and/or that of others. After the data is gathered, it is analyzed by the IEP team to determine the perceived functions of the behavior. Efforts are made to identify the setting events and the antecedents that cause and/or contribute to demonstrating these behaviors. Students with Positive Behavior Support Plans (PBPs) are included to the maximum extent appropriate in the regular education classroom environment, as determined by the IEP team. The district has continually developed comprehensive positive behavioral support plans (PBSP) for students with significant behaviors since 2012. Unlike a Behavior Intervention Plan (BIP), which only addresses the student's behavior, a PBSP is more comprehensive and looks at the "bigger picture" across all environments. The plan is an ongoing problem-solving process describing how specific environments can be modified, what and how the different skills are taught, and how individuals will respond to positive and problematic behaviors. Another critical feature of a PBSP is to identify strategies and interventions that will decrease negative behaviors and are likely to be maintained, over time, to reduce the identified problematic behavior(s) while providing the student with opportunities to exercise choice, learn self-regulation skills, experience academic success, and engage in positive social interactions. The PBSP includes a crisis prevention component aimed at reducing the possibility of serious injury to the student and/or the individuals close to the student. The crisis plan provides teachers

and/or staff with clear guidelines for interrupting and managing dangerous behavior. It also provides a clear description of a crisis, the types of behaviors that warrant using this component, specific intervention procedures, and clear, concise guidelines for ending intrusive behaviors. These guidelines can include procedures, such as passive restraint or protective equipment. Information is also included on how to document and report episodes requiring this passive restraint, evaluation procedures, and training/support information for staff. Another component of the PBSP is a description of the evaluation and measurement procedures to determine the effectiveness of the strategies and interventions implemented to reduce, prevent, or make the problematic behavior(s) identified inconsequential. The district's policy includes several principles that encourage positive behavior supports and interventions for children with disabilities. These include: 1. Positive rather than negative measures must form the basis of behavior support programs to ensure all students shall be free from demeaning treatment, aversive techniques, and the unreasonable use of restraints. 2. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques. 3. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. 4. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary. 5. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques, have been attempted. The district conducts yearly training/retraining to effectively implement positive behavioral supports for personnel in the use of specific procedures, methods, and techniques, including emergency safe physical interventions, that those personnel will be expected to employ in the implementation of positive behavior supports or interventions per the IEP of the child and this policy. Training provided includes, but is not limited to, Positive Behavior Management, Safe Crisis Management (by JKM), Functional Behavior Assessment, and Applied Behavior Analysis. The district currently employs two Behavior Specialists who are trained in the use of ABA strategies and positive behavior support to work with staff and students struggling behaviorally. The district continues to offer opportunities for staff to attend sessions at CAIU, PaTTAN, and PDE conferences. The district has also established a district process to provide Positive Behavior Support for at-risk students before the determination of Special Education. Informal behavior assessments are conducted, and plans are implemented throughout the district. This process includes school counselors, school social workers, Regular Education Teachers, Building Administration, parents, and agency representatives. This process is incorporated within the MTSS team process. The district provides training in De-escalation techniques in each building and for all staff that work with students who may require this level of support. This training covers extensive crisis de-escalation and physical intervention techniques that staff may use to prevent students from injury to themselves or others. The techniques are designed to use the least restrictive measures necessary for each student and situation.

3. Describe the district positive school wide support programs.

The District promotes successful K-12 positive tiered support systems to meet students' behavioral needs as determined by PBIS (K-8) and tiered building behavior goals teams (9-12). Positive school-wide support programs are an approach that schools use to promote school safety and good behavior. School-wide expectations include clearly defined behavior expectations for students in different building areas and settings (cafeteria, recess, assemblies, arrival, and dismissal). Lessons are embedded into the school curriculum to further promote school-wide positive

behavior. Schools have a tier 1 token economy system for daily incentives, and quarterly incentives to reward students for positive behavior. Lessons and refreshers are done at least three times a year. School PBIS teams meet to determine the needs for the current and upcoming school year, and Expectations are set for the teams. Discipline data is regularly monitored for improvements to the program through reflection and a quality self-assessment to ensure fidelity within the positive behavior program. Schools ensure that the support is put into place with fidelity to address the critical elements of a positive support program by completing a quality self-assessment.

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

West Shore School District provides school-based behavioral health services to students as needed by using the district's school psychologist, school counselors, and contracted psychiatric services. School counselors meet one-on-one with students to address concerns. Counselors offer small group sessions for targeted students. For example, during homeroom at the middle school, an at-risk counseling group runs restorative circles focusing on team building and emotional learning. The district has two social workers to support the holistic needs of students and families. They serve as a liaison between the students, school system, the family, and the community to provide services. For example, they provide crisis response, assist with truancy intervention, and homelessness prevention. Additionally, the district has a contract with an elementary school-based social service worker to provide services and supports to families. The district contracts with Laurel Life to provide school-based mental health services and counseling to students who may not be able to gain access to those types of services outside the school setting. The district partners with Teenline and York and Cumberland Counties Drug and Alcohol to provide a resource to families through the Student Assistance Program when the mental health and drug/alcohol concerns are beyond the scope of district resources. The district also established the use of "Safe2Say Something" as part of the youth violence prevention program run by the PA Office of the Attorney General. When a family or student needs additional support, West Shore School District utilizes other county agency services, such as the Child and Adolescent Service System Program (CASSP).

5. Describe the district restraint procedure.

22 Pa. Code Chapter 14 guides physical restraints. The regulations state that restraints are only considered a measure of last resort, only after other less restrictive measures have been used, and the use of prone restraints is prohibited in PA educational settings. A Restraint defined in Chapter 14 indicates: Restraint is the application of physical force, with or without the use of any device, to restrain the free movement of a student's body. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to escort them from one area to another safely. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for safety or therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints excluded from this definition. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to themselves, other students, or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The regulations specify that AVERSIVE TECHNIQUES ARE PROHIBITED. These are: Corporal

punishment Punishment for a manifestation of a disability Locked rooms, boxes, or other structures or spaces from which the student cannot readily exit Noxious substance Deprivation of fundamental human rights, such as withholding meals, water, or fresh air Suspension constituting a pattern Treatment of a demeaning nature Electric shock Requirements When Restraint Used: The school must notify the parent of the use of restraint to control a student's behavior. The Bureau of Special Education recommends this notification be within one school day of the restraint. Additionally, there needs to be an IEP team meeting within ten school days of the inappropriate behavior causing the use of restraints. The only reason for an IEP meeting to not occur is if the parent, after written notice, agrees to waive the meeting. When an IEP meeting occurs, the team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior. The outcome of this meeting must be documented. Restraint Contained in IEP The use of restraints may be included in a student's IEP ONLY if the following conditions apply: The restraint is utilized with specific component elements of positive behavior support. The restraint is used in conjunction with teaching socially acceptable alternative skills to replace problem behavior. Staff is authorized to use the procedure and have received the staff training required. There is a plan to eliminate the use of restraints by applying positive behavior support interventions. The use of restraints may not be included in the IEP for staff convenience, as a substitute for an educational program, or employed as punishment. Reporting of Restraints Chapter 14 requires reporting of restraints in the Commonwealth. The reporting system developed by the Pennsylvania Department of Education is known as RISC (Restraint Information System of Collection). Anytime a restraint is used, it must be reported to PDE via RISC. It is also the responsibility of the home school district to report all incidences of restraints, even for those attending an Approved Private School or out of district placement. If a school district does not have any restraints within a school year, this also must be reported by June 30 of each year. The web-based system for reporting all restraints of special education students (RISC) is located in a Google document. This system is only accessible to LEA-designated individuals. Each district has a mechanism to conduct this function. The data fields required are as follows: PA Secure Student ID#. Student's Disability (drop-down list provided). Student's Grade Level (drop-down list provided.) Age of Student School Building Attended (drop-down list provided). Program Location (drop-down list provided). Date when the restraints were used to control aggressive behavior (calendar appears). The physical location where intervention occurred (drop-down list provided). Type of restraint(s) used (drop-down list provided). Length of time restraint lasted (drop-down list provided). The number of staff who conducted the restraint (drop-down list provided). Staff titles (NOT NAMES) of individuals who conducted the restraint. Were the staff involved in the restraint trained and certified in the use of de-escalation techniques and safe physical restraints? Did an injury occur to students and/or staff? If so, what kind? Date the injury of student or staff was reported to the BSE (maximum of three school days from the incident). Was the student who was restrained referred to law enforcement? Date of parent notification of the use of restraint (within one school day from the incident). Was the use of restraints listed in the student's IEP? Date IEP team meeting held (calendar appears). If appropriate, date waiver of IEP team meeting signed by the parent (calendar appears). Was a Functional Behavioral Assessment (FBA), Reevaluation, new or revised behavior support plan, or change of placement considered and discussed? Restraint reports may be entered and saved as "in process" until after the IEP meeting. At that time, they may be updated and saved as final. Suppose a district does not finalize the report by entering either an IEP meeting date or the date of receipt of the signed parental waiver within 20 days of the restraint. In

that case, the system will log the school as out-of-compliance, and your Special Education Adviser will contact you for follow-up. Monitoring of Restraint Tracking Each time restraint is entered into RISC, the Bureau of Special Education (BSE) staff is notified. A person from the Bureau reviews the data within ten working days of recording. If BSE has questions, the contact person for the school entity will be notified.

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.

We do not have any students who are receiving instruction in the home. LEAs must also report students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR §300.26(a)(1), Instruction Conducted in the Home, in the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination. This system is also aimed at helping students who are at substantial risk of waiting more than 30 days for an appropriate educational placement. The district and is aware of the reporting requirements continue to utilize this system of reporting for active cases.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 11	Multiple	Full-time (1.0)	05/03/2022 11:34 AM

Building Name		
Allen MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 14
Age Range Justification		FTE %
The clinician provides services to students in grades K-8. She has students in our ExCEL (Virtual Learning Academy) and Allen Middle School. Students are provided individual and/or group sessions based upon their needs.		0.32

Building Name		
West Shore SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 14
Age Range Justification		FTE %
The clinician provides services to students in grades K-8. She has students in our ExCEL (Virtual Learning Academy) and Allen Middle School. Students are provided individual and/or group sessions based upon their needs.		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 10	Secondary	Full-time (1.0)	05/03/2022 11:26 AM

Building Name		
Crossroads MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
The clinician provides services to students in grades 6-12. She has students at Crossroads School and Cedar Cliff High School. Students are provided individual and/or group sessions based upon their needs.		0.6

Building Name		
Cedar Cliff HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
The clinician provides services to students in grades 6-12. She has students at Crossroads Middle School and Cedar Cliff High School. Students are provided individual and/or group sessions based upon their needs.		0.23

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 9	Multiple	Full-time (1.0)	05/03/2022 11:34 AM

Building Name		
Fairview El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 21
Age Range Justification		FTE %
The clinician provides services to students in grades K-12. She has students at Fairview Elementary School and Cedar Cliff High School. Students are provided individual and/or group sessions based upon their needs.		0.4

Building Name		
Cedar Cliff HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 21
Age Range Justification		FTE %
The clinician provides services to students in grades K-12. She has students at Fairview Elementary School and Cedar Cliff High School. Students are provided individual and/or group sessions based upon their needs.		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 8	Multiple	Full-time (1.0)	05/03/2022 11:34 AM

Building Name		
Newberry El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 21
Age Range Justification		FTE %
The clinician provides services to students in grades K-12. She has students at Newberry Elementary and students at Red Land High School. Students are provided individual and/or group sessions based upon their needs.		0.54

Building Name		
Red Land SHS		
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	Secondary	5 to 21
Age Range Justification		FTE %
The clinician provides services to students in grades K-12. She has students at Newberry Elementary and students at Red Land High School. Students are provided individual and/or group sessions based upon their needs.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 7	Elementary	Full-time (1.0)	05/03/2022 11:15 AM

Building Name		
Highland El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		53
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The clinician provides services to students in grades K-5. Students are provided individual and/or group sessions based upon their needs.		0.82

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 6	Elementary	Full-time (1.0)	05/03/2022 11:13 AM

Building Name		
Hillside El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		56
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The clinician provides services to students in grades K-5. Students are provided individual and/or group sessions based upon their needs.		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 5	Elementary	Full-time (1.0)	05/03/2022 11:12 AM

Building Name		
Fishing Creek El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The clinician provides services to students in grades K-5. Students are provided individual and/or group sessions based upon their needs.		0.69

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 4	Multiple	Full-time (1.0)	05/03/2022 11:34 AM

Building Name		
New Cumberland MS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		27
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 15
Age Range Justification		FTE %
The clinician provides services to students in grades K-8 at Red Mill Elementary and New Cumberland Middle School. Students are provided individual and/or group sessions based upon their needs.		0.42

Building Name		
Red Mill El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 15
Age Range Justification		FTE %
The clinician provides services to students in grades K-8 at Red Mill Elementary and New Cumberland Middle School. Students are provided individual and/or group sessions based upon their needs.		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 3	Elementary	Full-time (1.0)	05/03/2022 11:07 AM

Building Name		
Red Mill El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The clinician provides services to students in grades K-5. Students are provided individual and/or group sessions based upon their needs.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 2	Elementary	Full-time (1.0)	05/03/2022 11:05 AM

Building Name		
Rossmoyne El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		

Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The clinician provides services to students in grades K-5. Students are provided individual and/or group sessions based upon their needs.		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech 1	Elementary	Full-time (1.0)	05/03/2022 11:04 AM

Building Name		
Washington Heights El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		44
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
The clinician provides services to students in grades K-5. Students are provided individual and/or group sessions based upon their needs.		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vision	Multiple	Full-time (1.0)	04/28/2022 10:39 AM

Building Name		
West Shore SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Multiple	17 to 17
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DHH	Multiple	Full-time (1.0)	04/28/2022 10:36 AM

Building Name		
West Shore SD		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 11
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WSC	Secondary	Full-time (1.0)	04/28/2022 10:31 AM

Building Name		
West Shore SD		
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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Students on the caseload span multiple grade levels. Students are provided instruction based on their individualized needs.		0.2

Building Name		
West Shore SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Students on the caseload span multiple grade levels. Students are provided instruction based on their individualized needs.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ExCEL 1	Multiple	Full-time (1.0)	05/03/2022 11:34 AM

Building Name		
West Shore SD		
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	Multiple	8 to 14
Age Range Justification		FTE %
This position supports students in our virtual learning academy. While there are multiple grade levels on the roster, the students receive support based upon their individual needs. Students are included with their grade level peers as well.		0.42

Building Name		
West Shore SD		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	8 to 14
Age Range Justification		FTE %
This position supports students in our virtual learning academy. While there are multiple grade levels on the roster, the students receive support based upon their individual needs. Students are included with their grade level peers as well.		0.12

Building Name		
West Shore SD		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	8 to 14
Age Range Justification		FTE %
This position supports students in our virtual learning academy. While there are multiple grade levels on the roster, the students receive support based upon their individual needs. Students are included with their grade level peers as well.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 12	Secondary	Full-time (1.0)	04/28/2022 10:21 AM

Building Name		
Red Land SHS		
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	Secondary	15 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Red Land SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Red Land SHS		
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	15 to 17
Age Range Justification		FTE %
		0.18

Building Name		
Red Land SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 11	Secondary	Full-time (1.0)	04/28/2022 10:18 AM

Building Name		
Red Land SHS		
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 18
Age Range Justification		FTE %
		0.32

Building Name		
Red Land SHS		
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	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 10	Secondary	Full-time (1.0)	04/28/2022 10:12 AM

Building Name		
Red Land SHS		
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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 9	Secondary	Full-time (1.0)	04/28/2022 10:11 AM

Building Name		
Red Land SHS		
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	15 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Red Land SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 8	Secondary	Full-time (1.0)	04/28/2022 10:09 AM

Building Name		
Red Land SHS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Red Land SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Red Land SHS		
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 18
Age Range Justification		FTE %
		0.32

Building Name		
Red Land SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 7	Secondary	Full-time (1.0)	04/28/2022 10:08 AM

Building Name		
Red Land SHS		
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	Secondary	14 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Red Land SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Red Land SHS		
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	Secondary	14 to 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 6	Secondary	Full-time (1.0)	04/28/2022 10:06 AM

Building Name		
Red Land SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Red Land SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Red Land SHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 5	Secondary	Full-time (1.0)	04/28/2022 10:04 AM

Building Name		
Red Land SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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		
Red Land SHS		
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	14 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 4	Secondary	Full-time (1.0)	04/28/2022 10:03 AM

Building Name		
Red Land SHS		
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	14 to 17
Age Range Justification		FTE %
		0.18

Building Name		
Red Land SHS		
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 17
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 3	Secondary	Full-time (1.0)	04/28/2022 10:02 AM

Building Name		
Red Land SHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning 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		
Red Land SHS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Red Land SHS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 2	Secondary	Full-time (1.0)	04/28/2022 10:00 AM

Building Name		
Red Land SHS		
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		
Red Land SHS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RL 1	Secondary	Full-time (1.0)	04/28/2022 09:58 AM

Building Name		
Red Land SHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Red Land SHS		
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	Secondary	15 to 17
Age Range Justification		FTE %
		0.38

Building Name		
Red Land SHS		
Support Type		
Life Skills Support		
Support Sub-Type		

Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Red Land SHS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 15	Secondary	Full-time (1.0)	04/27/2022 01:44 PM

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

Building Name		
Cedar Cliff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 14	Secondary	Full-time (1.0)	04/27/2022 01:43 PM

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.16

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 13	Secondary	Full-time (1.0)	04/27/2022 01:42 PM

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.24

Building Name		
Cedar Cliff HS		
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	14 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 12	Secondary	Full-time (1.0)	04/27/2022 01:41 PM

Building Name		
Cedar Cliff HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Cedar Cliff HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Cedar Cliff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 11	Secondary	Full-time (1.0)	04/27/2022 01:39 PM

Building Name		
Cedar Cliff 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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Students are provided support at their individualized instructional levels. Parents are notified of grade span and sign waivers.		0.5

Building Name		
Cedar Cliff HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Students are provided support at their individualized instructional levels. Parents are notified of grade span and sign waivers.		0.07

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 10	Secondary	Full-time (1.0)	04/27/2022 01:25 PM

Building Name	
Cedar Cliff HS	
Support Type	
Learning Support	

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.18

Building Name		
Cedar Cliff 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	15 to 19
Age Range Justification		FTE %
		0.2

Building Name		
Cedar Cliff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 9	Secondary	Full-time (1.0)	04/27/2022 01:23 PM

Building Name		
Cedar Cliff HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.34

Building Name		
Cedar Cliff HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Cedar Cliff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 8	Secondary	Full-time (1.0)	04/27/2022 01:22 PM

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.3

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 7	Secondary	Full-time (1.0)	05/03/2022 11:35 AM

Building Name		
Cedar Cliff 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)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided support at their individualized instructional levels. Parents are notified of grade span and sign waivers.		0.33

Building Name		
Cedar Cliff 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided support at their individualized instructional levels. Parents are notified of grade span and sign waivers.		0.2

Building Name		
Cedar Cliff HS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Students are provided support at their individualized instructional levels. Parents are notified of grade span and sign waivers.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 6	Secondary	Full-time (1.0)	04/27/2022 01:17 PM

Building Name		
Cedar Cliff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Cedar Cliff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 5	Secondary	Full-time (1.0)	04/27/2022 01:16 PM

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.18

Building Name		
Cedar Cliff 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 19
Age Range Justification	FTE %	
Caseload has multiple grade levels, but students are not in the classroom together at the same time.	0.5	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 4	Secondary	Full-time (1.0)	04/27/2022 01:15 PM

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.36

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 3	Secondary	Full-time (1.0)	04/27/2022 01:14 PM

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Cedar Cliff HS		
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	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Cedar Cliff HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 2	Secondary	Full-time (1.0)	04/27/2022 01:12 PM

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.2

Building Name		
Cedar Cliff HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.3

Building Name		
Cedar Cliff HS		
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	Secondary	14 to 19
Age Range Justification		FTE %

Caseload has multiple grade levels, but students are not in the classroom together at the same time.	0.08
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Building Name		
Cedar Cliff HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Caseload has multiple grade levels, but students are not in the classroom together at the same time.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CC 1	Secondary	Full-time (1.0)	04/27/2022 01:08 PM

Building Name		
Cedar Cliff HS		
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	Secondary	15 to 19
Age Range Justification		FTE %
		0.34

Building Name	
Cedar Cliff 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	15 to 19
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NCMS 6	Secondary	Full-time (1.0)	04/20/2022 12:37 PM

Building Name		
New Cumberland 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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

Building Name		
New Cumberland 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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NCMS 5	Secondary	Full-time (1.0)	04/20/2022 12:35 PM

Building Name		
New Cumberland MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.3

Building Name		
New Cumberland MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NCMS 4	Secondary	Full-time (1.0)	04/20/2022 12:33 PM

Building Name		
New Cumberland MS		
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	11 to 13
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NCMS 3	Secondary	Full-time (1.0)	04/20/2022 12:32 PM

Building Name		
New Cumberland MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.26

Building Name		
New Cumberland MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NCMS 2	Secondary	Full-time (1.0)	04/20/2022 12:29 PM

Building Name		
New Cumberland MS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.26

Building Name		
New Cumberland MS		
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	13 to 16
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NCMS 1	Secondary	Full-time (1.0)	04/20/2022 12:22 PM

Building Name		
New Cumberland MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.22

Building Name		
New Cumberland MS		
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	13 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS 9	Secondary	Full-time (1.0)	04/20/2022 11:55 AM

Building Name		
Crossroads 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.15

Building Name		
Crossroads MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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CMS 8	Secondary	Full-time (1.0)	04/20/2022 11:54 AM
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Building Name		
Crossroads MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.12

Building Name		
Crossroads MS		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.25

Building Name		
Crossroads 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	12 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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CMS 7	Secondary	Full-time (1.0)	04/20/2022 11:49 AM
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Building Name		
Crossroads MS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
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 %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS 6	Secondary	Full-time (1.0)	04/20/2022 11:38 AM

Building Name		
Crossroads MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS 5	Secondary	Full-time (1.0)	04/20/2022 11:36 AM

Building Name		
Crossroads MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.36

Building Name		
Crossroads 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
CMS 4	Secondary	Full-time (1.0)	04/20/2022 11:35 AM

Building Name		
Crossroads MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.26

Building Name		
Crossroads MS		
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	Secondary	12 to 13
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS 3	Secondary	Full-time (1.0)	04/20/2022 11:34 AM

Building Name		
Crossroads MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.38

Building Name		
Crossroads MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS 2	Secondary	Full-time (1.0)	04/20/2022 11:33 AM

Building Name		
Crossroads 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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CMS 1	Secondary	Full-time (1.0)	04/20/2022 11:32 AM

Building Name		
Crossroads MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.24

Building Name		
Crossroads MS		
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	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS 6	Secondary	Full-time (1.0)	04/20/2022 11:25 AM

Building Name		
Allen MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.04

Building Name		
Allen MS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.25

Building Name		
Allen 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 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS 5	Secondary	Full-time (1.0)	04/20/2022 11:23 AM

Building Name		
Allen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.26

Building Name		
Allen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS 4	Secondary	Full-time (1.0)	04/20/2022 11:21 AM

Building Name		
Allen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.3

Building Name		
Allen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS 3	Secondary	Full-time (1.0)	04/20/2022 11:19 AM

Building Name		
Allen 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 13
Age Range Justification		FTE %
		0.18

Building Name		
Allen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS 2	Secondary	Full-time (1.0)	04/20/2022 11:18 AM

Building Name		
Allen 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	11 to 14
Age Range Justification		FTE %
		0.28

Building Name		
Allen MS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AMS 1	Secondary	Full-time (1.0)	04/20/2022 11:16 AM

Building Name		
Allen 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 14
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WH 5	Elementary	Full-time (1.0)	04/14/2022 02:55 PM

Building Name		
Washington Heights El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Caseload is grades K-5. Students are provided instruction at their individual level and including in general education as deemed appropriate by IEP teams.		0.75

Building Name		
Washington Heights El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Caseload is grades K-5. Students are provided instruction at their individual level and including in general education as deemed appropriate by IEP teams.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WH 4	Elementary	Full-time (1.0)	04/14/2022 02:53 PM

Building Name		
Washington Heights El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.38

Building Name		
Washington Heights El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %

	0.38
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WH 3	Elementary	Full-time (1.0)	04/14/2022 02:52 PM

Building Name		
Washington Heights El Sch		
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	Elementary	5 to 9
Age Range Justification		FTE %
Caseload is K-2. Students are not in the classroom at the same time.		0.2

Building Name		
Washington Heights El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Caseload is K-2. Students are not in the classroom at the same time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WH 2	Elementary	Full-time (1.0)	04/14/2022 02:50 PM

Building Name
Washington Heights El Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.1

Building Name		
Washington Heights El Sch		
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	Elementary	8 to 10
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WH 1	Elementary	Full-time (1.0)	04/14/2022 02:49 PM

Building Name		
Washington Heights El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Washington Heights El Sch		

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	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RS 4	Elementary	Full-time (1.0)	04/14/2022 02:48 PM

Building Name		
Rossmoyne El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload is grades K-5. Students are provided instruction at their individual level and included in regular education as deemed appropriate by IEP teams.		0.75

Building Name		
Rossmoyne El 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	5 to 11
Age Range Justification		FTE %

Caseload is grades K-5. Students are provided instruction at their individual level and included in regular education as deemed appropriate by IEP teams.	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RS 3	Elementary	Full-time (1.0)	04/14/2022 02:46 PM

Building Name		
Rossmoyne El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Caseload is 1-5. Students are educated at their individual levels and included in general education as deemed appropriate by IEP teams.		0.45

Building Name		
Rossmoyne El 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)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Caseload is 1-5. Students are educated at their individual levels and included in general education as deemed appropriate by IEP teams.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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RS 2	Elementary	Full-time (1.0)	04/14/2022 02:45 PM
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Building Name		
Rossmoyne El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RS 1	Elementary	Full-time (1.0)	04/14/2022 02:44 PM

Building Name		
Rossmoyne El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Caseload is grades K-3. Students are not in the classroom at the same time.		0.44

Building Name		
Rossmoyne El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Caseload is grades K-3. Students are not in the classroom at the same time.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RM 5	Elementary	Full-time (1.0)	04/14/2022 02:40 PM

Building Name		
Red Mill El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload is grade K-5. Students are provided instruction at their individual level and included in general education as deemed appropriate by their IEP teams.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RM 4	Elementary	Full-time (1.0)	04/14/2022 02:39 PM

Building Name		
Red Mill El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Caseloads is K-5. Students are provided instruction at their individual level and are included with general education as deemed appropriate by IEP teams.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RM 3	Elementary	Full-time (1.0)	04/14/2022 02:37 PM

Building Name		
Red Mill El 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	9 to 12
Age Range Justification		FTE %
		0.34

Building Name		
Red Mill El 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	9 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RM 2	Elementary	Full-time (1.0)	04/14/2022 02:36 PM

Building Name		
Red Mill El Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.28

Building Name		
Red Mill El Sch		
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	Elementary	8 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
RM 1	Elementary	Full-time (1.0)	04/14/2022 02:35 PM

Building Name		
Red Mill El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.36

Building Name		
Red Mill El 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	5 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NB 3	Elementary	Full-time (1.0)	04/14/2022 02:31 PM

Building Name		
Newberry El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Caseload is grades K-5. Students are provided instruction at their level. Students are included with same aged peers in general education as deemed appropriate by IEP teams.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NB 2	Elementary	Full-time (1.0)	04/14/2022 02:29 PM

Building Name		
Newberry El 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	5 to 9
Age Range Justification		FTE %
Caseload is grade K-3. Students are not in the classroom at the same time.		0.5

Building Name		
Newberry El 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	5 to 9
Age Range Justification		FTE %
Caseload is grade K-3. Students are not in the classroom at the same time.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NB 1	Elementary	Full-time (1.0)	04/14/2022 02:26 PM

Building Name		
Newberry El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.4

Building Name		
Newberry El 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	9 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 5	Elementary	Full-time (1.0)	04/14/2022 02:25 PM

Building Name		
Hillside El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Caseload is grade 1-5. Students receive instruction at their level and are included in general education with same aged peers as appropriate by IEP.		0.25

Building Name		
Hillside El 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	6 to 10
Age Range Justification		FTE %
Caseload is grade 1-5. Students receive instruction at their level and are included in general education with same aged peers as appropriate by IEP.		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 4	Elementary	Full-time (1.0)	04/14/2022 02:23 PM

Building Name		
Hillside El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.14

Building Name		
Hillside El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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HS 3	Elementary	Full-time (1.0)	04/14/2022 02:22 PM
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Building Name		
Hillside El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.24

Building Name		
Hillside El Sch		
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	Elementary	10 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 2	Elementary	Full-time (1.0)	04/14/2022 02:21 PM

Building Name	
Hillside El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Caseload is grade 3-5 but are not in the classroom at the same time.		0.18

Building Name		
Hillside El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Caseload is grade 3-5 but are not in the classroom at the same time.		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS 1	Elementary	Full-time (1.0)	04/14/2022 02:19 PM

Building Name		
Hillside El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.3

Building Name	
Hillside El Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HG 3	Elementary	Full-time (1.0)	04/14/2022 02:17 PM

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HG 2	Elementary	Full-time (1.0)	04/14/2022 02:16 PM

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %

	0.38
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Building Name		
Fishing Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HG 1	Secondary	Full-time (1.0)	04/14/2022 02:15 PM

Building Name		
Highland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 8
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FC 3	Elementary	Full-time (1.0)	04/14/2022 02:14 PM

Building Name		
Fishing Creek El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.88

Building Name		
Fishing Creek El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FC 2	Elementary	Full-time (1.0)	04/14/2022 02:13 PM

Building Name		
Fishing Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.26

Building Name		
Fishing Creek El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FC 1	Elementary	Full-time (1.0)	04/14/2022 02:11 PM

Building Name		
Fishing Creek El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FV 2	Elementary	Full-time (1.0)	04/14/2022 02:08 PM

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Caseload is grade K-5 but are not in the classroom at the same time.		0.3

Building Name		
Fairview El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Caseload is grade K-5 but are not in the classroom at the same time.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
FV 1	Elementary	Full-time (1.0)	04/14/2022 02:05 PM

Building Name		
Fairview El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Caseload has students from grade 1-5. Students receive programming based on individual needs and are including in general education with their grade level peers.		0.45

Building Name	
Fairview El Sch	

Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Caseload has students from grade 1-5. Students receive programming based on individual needs and are including in general education with their grade level peers.		0.12

Special Education Facilities

Building Name		Room #
Rossmoyne El Sch		133
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 8 inches x 14 feet, 2 inches	420sqft	15
Implementation Date		
2022-06-08		
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 #
Rossmoyne El Sch	112
School Building	Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
34 feet, 4 inches x 26 feet, 5 inches	906sqft	32
Implementation Date		
2022-06-08		
Uploaded Files		

2Assurance Check

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

Building Name		Room #
Rossmoyne El Sch		117
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 24 feet, 0 inches	504sqft	18
Implementation Date		
2022-06-08		
Uploaded Files		

3Assurance Check

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

Building Name		Room #
Rossmoyne El Sch		122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 5 inches x 27 feet, 0 inches	902sqft	32
Implementation Date		
2022-06-08		
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 #
Rossmoyne El Sch		226
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
41 feet, 6 inches x 24 feet, 3 inches	1006sqft	35
Implementation Date		
2022-06-08		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Fishing Creek El Sch		11
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 1 inches x 25 feet, 8 inches	900sqft	32
Implementation Date		
2022-06-08		
Uploaded Files		

6Assurance Check

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

Building Name		Room #
Fishing Creek El Sch		25
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 29 feet, 6 inches	1047sqft	37
Implementation Date		
2022-06-08		
Uploaded Files		

7 Assurance Check

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

Building Name		Room #
Fishing Creek El Sch		27
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 6 inches x 29 feet, 6 inches	1047sqft	37
Implementation Date		
2022-06-08		
Uploaded Files		

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 #
Fairview El Sch		1
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, 8 inches x 33 feet, 5 inches	957sqft	34
Implementation Date		
2022-06-08		
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 #
Fairview El Sch		2
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, 8 inches x 33 feet, 5 inches	957sqft	34
Implementation Date		
2022-06-08		
Uploaded Files		

10 Assurance Check

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

Building Name		Room #
Fairview El Sch		24
School Building		Building Description

Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
40 feet, 0 inches x 33 feet, 0 inches	1320sqft	47
Implementation Date		
2022-06-08		
Uploaded Files		

11Assurance Check

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

Building Name		Room #
Highland El Sch		204
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, 11 inches	867sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		

12Assurance Check

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

Building Name		Room #
Hillside El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 9 inches x 17 feet, 6 inches	363sqft	12
Implementation Date		
2022-06-08		
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 #
Hillside El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 9 inches x 22 feet, 8 inches	742sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		

14Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
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Building Name		Room #
Hillside El Sch		113
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, 10 inches x 20 feet, 9 inches	598sqft	21
Implementation Date		
2022-06-08		
Uploaded Files		

15Assurance Check

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

Building Name		Room #
Hillside El Sch		205
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 5 inches x 20 feet, 9 inches	361sqft	12
Implementation Date		
2022-06-08		
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 #
Hillside El Sch		207
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, 5 inches x 32 feet, 9 inches	734sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		

17Assurance Check

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

Building Name		Room #
Hillside El 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
20 feet, 8 inches x 17 feet, 5 inches	359sqft	12
Implementation Date		
2022-06-08		
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 #
Newberry El Sch		4
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, 9 inches x 39 feet, 8 inches	902sqft	32
Implementation Date		
2022-06-08		
Uploaded Files		

19 Assurance Check

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

Building Name		Room #
Newberry El Sch		5
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, 10 inches x 39 feet, 0 inches	890sqft	31
Implementation Date		
2022-06-08		
Uploaded Files		

20Assurance Check

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

Building Name		Room #
Newberry El Sch		23
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, 10 inches x 36 feet, 2 inches	825sqft	29
Implementation Date		
2022-06-08		
Uploaded Files		

21Assurance Check

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

Building Name		Room #
Newberry El Sch		42
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 28 feet, 9 inches	747sqft	26
Implementation Date		
2022-06-08		
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	

Building Name		Room #
Newberry El Sch		35
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 15 feet, 6 inches	186sqft	6
Implementation Date		
2022-06-08		
Uploaded Files		

23Assurance 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 #
Washington Heights El Sch		106
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
43 feet, 5 inches x 49 feet, 3 inches	2138sqft	76
Implementation Date		
2022-06-08		
Uploaded Files		

24Assurance 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 #
Washington Heights El Sch		111
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 8 inches x 25 feet, 0 inches	741sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		

25Assurance Check

Assurance Check	Yes	No
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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 #
Washington Heights El Sch		113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 8 inches x 25 feet, 0 inches	741sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		

26Assurance 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 #
Washington Heights El Sch		115
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		

27Assurance 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 #
Washington Heights El Sch		203
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		

28Assurance 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 #
Washington Heights El 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
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		

29Assurance 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 #
Allen MS		1
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 10 inches x 23 feet, 5 inches	628sqft	22
Implementation Date		
2022-06-08		
Uploaded Files		

30Assurance 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 #
Allen MS		13
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 23 feet, 9 inches	556sqft	19
Implementation Date		
2022-06-08		
Uploaded Files		

31Assurance 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 #
Fishing Creek El Sch		28
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 12 feet, 0 inches	144sqft	5
Implementation Date		
2022-06-08		
Uploaded Files		

32Assurance 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 #
Red Mill El Sch		105
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		

33Assurance 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 #
Red Mill El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		

34Assurance 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 #
Red Mill El Sch		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		

35Assurance 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	
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Building Name		Room #
Red Mill El Sch		121
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 15 feet, 0 inches	390sqft	13
Implementation Date		
2022-06-08		
Uploaded Files		

36Assurance 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 #
Red Mill El Sch		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		

37 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 #
Red Mill El Sch		204
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 24 feet, 0 inches	864sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		

38 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 #
Crossroads MS		109
School Building		Building Description
Middle		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 43 feet, 5 inches	1128sqft	40
Implementation Date		
2022-06-08		
Uploaded Files		

39Assurance 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 #
Crossroads MS		110
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 27 feet, 6 inches	412sqft	14
Implementation Date		
2022-06-08		
Uploaded Files		

40Assurance 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	
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Building Name		Room #
Crossroads MS		113
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 5 inches x 39 feet, 0 inches	1108sqft	39
Implementation Date		
2022-06-08		
Uploaded Files		

41Assurance 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 #
Crossroads MS		209
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 9 inches x 29 feet, 0 inches	456sqft	16
Implementation Date		
2022-06-08		
Uploaded Files		

42Assurance 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 #
Crossroads MS		216
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
16 feet, 0 inches x 26 feet, 0 inches	416sqft	14
Implementation Date		
2022-06-08		
Uploaded Files		

43Assurance 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 #
Crossroads MS		217
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 28 feet, 5 inches	426sqft	15

Implementation Date
2022-06-08
Uploaded Files

44Assurance 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 #
Crossroads MS		224
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 28 feet, 0 inches	420sqft	15
Implementation Date		
2022-06-08		
Uploaded Files		

45Assurance 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 #
Crossroads MS		216A
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 4 inches x 26 feet, 0 inches	450sqft	16
Implementation Date		
2022-06-08		
Uploaded Files		

46Assurance 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 #
Crossroads MS		G03
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 5 inches x 48 feet, 5 inches	1279sqft	45
Implementation Date		
2022-06-08		
Uploaded Files		

47Assurance 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 #
Crossroads MS		104
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 30 feet, 0 inches	1050sqft	37
Implementation Date		
2022-06-08		
Uploaded Files		

48Assurance 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 #
Cedar Cliff HS		24
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
0 feet, 0 inches x 0 feet, 0 inches	0sqft	0
Implementation Date		
2022-06-08		
Uploaded Files		

49Assurance Check

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

Building Name		Room #
Red Land SHS		122
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 3 inches x 27 feet, 8 inches	836sqft	29
Implementation Date		
2022-06-08		
Uploaded Files		

50Assurance 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 #
Red Land SHS		128
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

31 feet, 6 inches x 27 feet, 8 inches	871sqft	31
Implementation Date		
2022-06-08		
Uploaded Files		

51Assurance 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 #
Red Land SHS		205
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 4 inches x 26 feet, 7 inches	832sqft	29
Implementation Date		
2022-06-08		
Uploaded Files		

52Assurance 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 #
Red Land SHS	207

School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 5 inches x 26 feet, 7 inches	835sqft	29
Implementation Date		
2022-06-08		
Uploaded Files		

53Assurance 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 #
Red Land SHS		217
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 26 feet, 6 inches	620sqft	22
Implementation Date		
2022-06-08		
Uploaded Files		

54Assurance 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 #
Red Land SHS		218
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 7 inches x 26 feet, 6 inches	412sqft	14
Implementation Date		
2022-06-08		
Uploaded Files		

55Assurance 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 #
Red Land SHS		221
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 9 inches x 26 feet, 6 inches	841sqft	30
Implementation Date		
2022-06-08		
Uploaded Files		

56 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 #
Red Land SHS		222
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 9 inches x 39 feet, 11 inches	1506sqft	53
Implementation Date		
2022-06-08		
Uploaded Files		

57 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 #
Red Land SHS		230
School Building		Building Description
Senior High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 6 inches x 28 feet, 8 inches	444sqft	15
Implementation Date		
2022-06-08		
Uploaded Files		

58Assurance 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 #
Red Land SHS		224
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
47 feet, 7 inches x 24 feet, 0 inches	1142sqft	40
Implementation Date		
2022-06-08		
Uploaded Files		

59Assurance 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	
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Building Name		Room #
Red Land SHS		236
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 4 inches x 27 feet, 8 inches	839sqft	29
Implementation Date		
2022-06-08		
Uploaded Files		

60Assurance 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 #
Cedar Cliff HS		102
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 19 feet, 0 inches	741sqft	26
Implementation Date		
2022-06-08		
Uploaded Files		

61Assurance 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 #
Cedar Cliff HS		103
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 7 inches x 29 feet, 9 inches	671sqft	23
Implementation Date		
2022-06-08		
Uploaded Files		

62Assurance 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 #
Cedar Cliff HS		104
School Building		Building Description
Senior High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 1 inches x 23 feet, 0 inches	691sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

63Assurance 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 #
Cedar Cliff HS		CC 105
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 5 inches x 23 feet, 0 inches	676sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

64Assurance 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	
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Building Name		Room #
Cedar Cliff HS		CC 108
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 5 inches x 23 feet, 0 inches	676sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

65 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 #
Cedar Cliff HS		CC 111
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 1 inches x 29 feet, 6 inches	680sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

66 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 #
Cedar Cliff HS		CC 112
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 5 inches x 23 feet, 8 inches	696sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

67 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 #
Cedar Cliff HS		CC 125
School Building		Building Description
Senior High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
Implementation Date		
2022-06-08		
Uploaded Files		

68 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 #
Cedar Cliff HS		118
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 29 feet, 6 inches	678sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

69 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	
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Building Name		Room #
Cedar Cliff HS		126
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 20 feet, 0 inches	400sqft	14
Implementation Date		
2022-06-08		
Uploaded Files		

70Assurance 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 #
Cedar Cliff HS		134
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 11 inches x 27 feet, 11 inches	528sqft	18
Implementation Date		
2022-06-08		
Uploaded Files		

71Assurance 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 #
Cedar Cliff HS		211
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 0 inches x 16 feet, 11 inches	321sqft	11
Implementation Date		
2022-06-08		
Uploaded Files		

72Assurance 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 #
Cedar Cliff HS		233
School Building		Building Description
Senior High		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 6 inches x 26 feet, 7 inches	677sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

73Assurance 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 #
Cedar Cliff HS		234
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 19 feet, 0 inches	532sqft	19
Implementation Date		
2022-06-08		
Uploaded Files		

74Assurance 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	
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Building Name		Room #
Cedar Cliff HS		110
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
44 feet, 4 inches x 23 feet, 0 inches	1019sqft	36
Implementation Date		
2022-06-08		
Uploaded Files		

75Assurance 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 #
New Cumberland MS		7
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 21 feet, 0 inches	693sqft	24
Implementation Date		
2022-06-08		
Uploaded Files		

76Assurance 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 #
New Cumberland MS		34
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 5 inches x 17 feet, 3 inches	386sqft	13
Implementation Date		
2022-06-08		
Uploaded Files		

77Assurance 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 #
New Cumberland MS		42
School Building		Building Description
Middle		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 19 feet, 0 inches	456sqft	16
Implementation Date		
2022-06-08		
Uploaded Files		

78Assurance 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 #
New Cumberland MS		43
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
13 feet, 3 inches x 12 feet, 6 inches	165sqft	5
Implementation Date		
2022-06-08		
Uploaded Files		

79Assurance 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	
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Building Name		Room #
New Cumberland MS		10
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 28 feet, 0 inches	588sqft	21
Implementation Date		
2022-06-13		
Uploaded Files		

80Assurance 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	

81Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	2	District Wide	District
Transition Coordinator	1	District Wide	District
School Psychologist	5	District Wide	District
Paraprofessionals	81	District Wide	District
Paraprofessionals	8	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Social Worker	2	District Wide	District
Behavior Specialist	2	District Wide	District
Guidance Counselor	7	Elementary	District
Other	5	District Wide	District
Occupational Therapist	3	District Wide	District
Other	1	District Wide	District
School Psychologist	.4	District Wide	Contractor
Guidance Counselor	14	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
PEAK Introduction			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
2	15	Intermediate Unit Other	Paraprofessionals Special Education Teachers

Description of Training			
VB Programming			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	Intermediate Unit	Special Education Teachers

Description of Training

Peak Advanced Materials 1			
Lead Person/Position		Year of Training	
Supervisor of SE		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	Intermediate Unit	

Description of Training			
Peak Advanced Materials 2			
Lead Person/Position		Year of Training	
Supervisor of SE		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	Intermediate Unit	

Positive Behavior Support

Description of Training			
RBT Training			
Lead Person/Position		Year of Training	
Supervisor of Student Services		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
40	1	Other	Paraprofessionals

Description of Training			
SCM/De-escalation			
Lead Person/Position		Year of Training	
Supervisor of Student Services		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
7	3		Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
SCM/De-escalation			
Lead Person/Position		Year of Training	
Supervisor of Student Services		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience

7	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other
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Description of Training			
SCM/De-escalation			
Lead Person/Position		Year of Training	
Supervisor of Student Services		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	3	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
RBT Training			
Lead Person/Position		Year of Training	
Supervisor of Student Services		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
40	1	Other	

Description of Training			
RBT Training			
Lead Person/Position		Year of Training	
Supervisor of Student Services		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
40	1	Other	

Paraprofessional

Description of Training	
Roles and Responsibilities of Paras/Disability Awareness	
Lead Person/Position	Year of Training

Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals

Description of Training			
CPR and First Aid			
Lead Person/Position		Year of Training	
Director of Student Services		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
8	1	District Other	Paraprofessionals

Description of Training			
CPR and First Aid			
Lead Person/Position		Year of Training	
Director of Student Services		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
8	1	District Other	Paraprofessionals

Description of Training			
CPR and First Aid			
Lead Person/Position		Year of Training	
Director of Student Services		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
8	1	District Other	Paraprofessionals

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessionals in PA			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
Various 1-8	6	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessionals in PA			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
Various 1-8	6	District Intermediate Unit PaTTAN Other	Paraprofessionals

Description of Training			
Knowledge and Skill Development for Special Education Paraprofessionals in PA			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
Various 1-8	6	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training			
PAES Lab			
Lead Person/Position		Year of Training	
Transition Coordinate		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	District	Special Education Teachers

Description of Training			
Indicator 13 Follow Up			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Description of Training			
PAES Lab			
Lead Person/Position		Year of Training	
Transition Coordinate		2023-2024	

Hours Per Training	Number of Sessions	Provider	Audience
1	10	District	Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
Sonday Reading Training			
Lead Person/Position		Year of Training	
Supervisor of Special Ed		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Special Education Teachers

Description of Training			
LETRS Training			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
7	6	Intermediate Unit	Special Education Teachers

Description of Training			
Dyslexia			
Lead Person/Position		Year of Training	
Director of Student Services		2022-24	
Hours Per Training	Number of Sessions	Provider	Audience
2	2		Special Education Teachers Other

Description of Training			
Visual Phonics Training			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
7	1	Other	Special Education Teachers Other

Description of Training			
Sunday Reading Training			
Lead Person/Position		Year of Training	
Supervisor of Special Ed		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Special Education Teachers

Description of Training			
Sunday Reading Training			
Lead Person/Position		Year of Training	
Supervisor of Special Ed		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	District	Special Education Teachers

Description of Training			
LETRS Training			
Lead Person/Position		Year of Training	
Supervisor of SE		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
7	6	District Intermediate Unit	Special Education Teachers

Parent Training

Description of Training			
Expo of Community Agencies and Partners			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District Other	Parents

Description of Training			
Process and Procedures in SE and answers to FAQs			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience

2	2	District	Parents
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Description of Training			
Expo of Community Agencies and Partners			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

Description of Training			
Expo of Community Agencies and Partners			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	Parents

Description of Training			
IEPs and Related Services 101			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

Description of Training			
Parent Forum for Community Engagement			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Parents

Description of Training			
Parent Forum for Community Engagement			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience

2	3	District	
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Description of Training			
Process and Procedures in SE and answers to FAQs			
Lead Person/Position		Year of Training	
Supervisors of Special Education		2024-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	District	Parents

IEP Development

Description of Training			
Behavior/Disability Overview			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Special Education Teachers

Description of Training			
Referral and Evaluation Process for SE			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers Other

Description of Training			
IEP Writer Training			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers Other

Description of Training			
SETT Training			
Lead Person/Position		Year of Training	
Supervisor of SE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers Other

Description of Training			
Behavior/Disability Overview			
Lead Person/Position		Year of Training	
Supervisor of SE		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	General Education Teachers

Signatures & Affirmations

Approval Date

2022-06-16

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